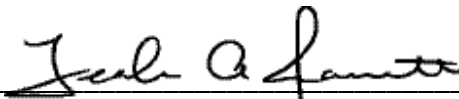


I hereby present my monitoring report on the **Ends Policy E-00: Global Ends** according to monitoring report schedule (BPD-04). I certify that the information contained in this report is true and represents compliance with a reasonable interpretation of all aspects of the policy unless specifically stated otherwise.

Signed   
Leah A. Barrett, President

Date December 6, 2024

**Students have learning opportunities that enable them to contribute to the economic and social vitality of the service area at a cost that demonstrates prudent use of taxpayers' money.**

#### INTERPRETATION

I interpret this statement to mean that Northeast Community College (Northeast) provides a diversity of learning opportunities that support the economic vitality of our region and the opportunity for our learners to achieve social mobility. Evidence of this is demonstrated through adherence to our statutory responsibility through clearly articulated mission, vision, and values; post-graduation outcomes; and appropriate systems for effective fiscal management.

#### EVIDENCE

Mission, vision, values: The mission, vision, values, and strategic priorities of Northeast are focused on student success. The mission states, *Northeast Community College is dedicated to the success of students and the region it serves*. The vision is to empower every person in the region to achieve their academic and workforce development goals. The values we champion student success; we are mindful stewards of resources; we build partnerships and collaborations; and we aspire to create an inclusive, diverse culture speak to the College's desire to serve our students and the region. Student pathways to success, excellence and innovation in educational programs, and effective resource management are *enVISION* strategic priorities that aim to create opportunities for students and the region we serve in an affordable manner.

Northeast adheres to the Nebraska Coordinating Commission for Postsecondary Education (CCPE) *Comprehensive Statewide Plan for Postsecondary Education* as it identifies the role and mission of community colleges in accordance with State Statute 85-962. 85-962 indicates that community

colleges shall be student-centered, open access institutions primarily devoted to quality instruction and public service, particularly to those who have been traditionally underserved in other educational settings. To ensure Northeast can provide access to individuals traditionally underserved in other educational settings, the college must keep tuition and fees at a reasonable rate. This requires Northeast to be good stewards of taxpayers' dollars and tuition and fee revenue. The community colleges, individually and collectively, shall have as their first instructional and service priority applied technology and occupational education and, when necessary, foundational education. The second instructional and service priority of the community colleges shall be transfer education, including general academic transfer programs, or applied technology and occupational programs which may be applicable to the first two years of a bachelor's degree program, and, when necessary, foundational education. The third instructional and service priority of the community colleges shall be public service, particularly adult continuing education for occupations and professions, economic and community development focused on customized occupational assessment and job training programs for businesses and communities, and avocational and personal development courses. The fourth instructional and service priority of the community colleges shall be applied research.

Post graduation outcomes: Northeast graduates use their skills to fill jobs in our region, which has a direct economic impact. Over the past six years, an average of 56.5% of graduates annually are employed in the 20-county service area and 88.2% are employed in Nebraska.

Selected results from the EMSI | Burning Glass Economic Impact Study are shown. Notice the impact from students' contribution to the economy highlighted in pink. EMSI | Burning Glass is a leading provider of economic impact studies and labor market data to educational institutions, workforce planners, and regional developers in the U.S. and internationally. The next Economic Impact Study will be conducted in spring 2025.

## ECONOMIC IMPACT ANALYSIS

In FY 2020-21, Northeast added **\$226.8 million** in income to the Northeast service area economy, a value approximately equal to **2.3%** of the region's total gross regional product (GRP). Expressed in terms of jobs, Northeast's impact supported **3,200** jobs. For perspective, the activities of Northeast and its students support **one out of every 34 jobs** in the Northeast service area. The economic impacts of Northeast break down as follows:

### Operations spending impact

Northeast employed 543 full-time and part-time employees in FY 2020-21. Payroll amounted to **\$39 million**, much of which was spent in the Northeast service area to purchase groceries, clothing, and other household goods and services. The college spent another **\$18.3 million** to support its day-to-day operations.

The net impact of the college's operations spending added **\$41.7 million** in income to the regional economy in FY 2020-21.

### Student spending impact

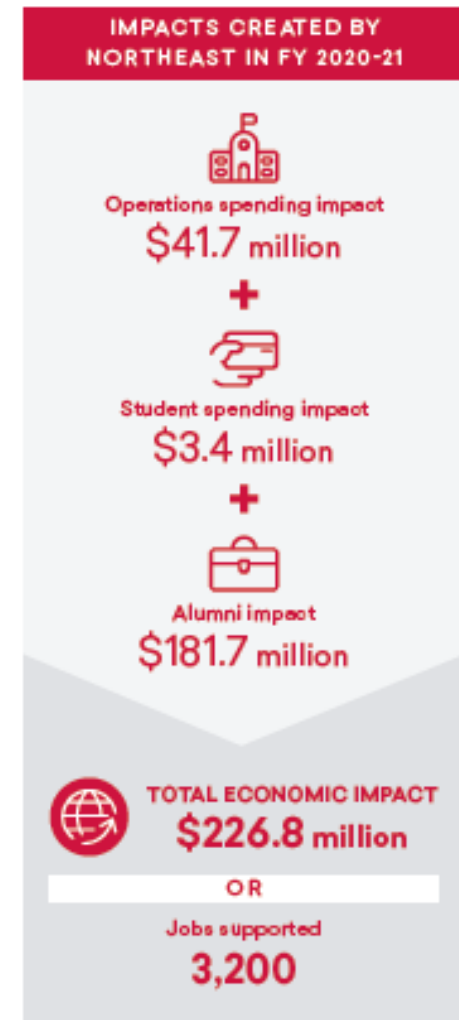
Around **35%** of credit students attending Northeast originated from outside the region. Some of these students relocated to the Northeast service area. In addition, some in-region students, referred to as retained students, would have left the Northeast service area for other educational opportunities if not for Northeast. These relocated and retained students spent money on groceries, mortgage and rent payments, and other living expenses at regional businesses.

The expenditures of relocated and retained students during the analysis year added approximately **\$3.4 million** in income to the Northeast service area economy.

### Alumni impact

Over the years, students have studied at Northeast and entered or re-entered the workforce with newly acquired skills. Today, thousands of these former students are employed in the Northeast service area.

The net impact of Northeast's former students currently employed in the regional workforce amounted to **\$181.7 million** in added income in FY 2020-21.



Student benefits extend beyond those shown above. The figure at right demonstrates that not only do students get a return on their own educational investment (lifetime earnings), so do taxpayers (added tax revenue stemming from the students' higher lifetime earnings and the increased output of businesses), and society (reduced crime, lower unemployment, and increased health and well-being across the state).

In short...

**Students have learning opportunities that enable them to contribute to the economic and social vitality of the service area at a cost that demonstrates prudent use of taxpayers' money.**



Effective Fiscal Management: The college has articulated the prudent use of taxpayers' money in the two previously presented monitoring reports – [EL-04 Planning](#) and [EL-05 Financial Conditions and Activities](#).

## **1. Students have pathways to achieve academic and/or career goals.**

### INTERPRETATION

I interpret this to mean that students have a clear understanding of the programs available at Northeast, the potential careers and earnings associated with those programs, and the required coursework needed to complete each program. In addition, it means that our programs are taught to ensure students are learning material pertinent to their academic and workforce development goals.

Furthermore, as a comprehensive community college, Northeast needs to offer both career and technical education in addition to transfer education. Foundational education in math and English are provided in addition to services provided by Adult Education to include preparation for citizenship testing; instruction in basic skills such as reading, writing, and mathematics; preparation and testing for a high school diploma (GED), English language learning (ELL, formerly known as ESL (English as a Second Language)); and integrated education and training.

### EVIDENCE

Several items provide evidence of our work to create a guided pathways culture at Northeast and ensure that pathways exist for students to achieve their academic and /or workforce development goals.

The Strengthening Student Advising Initiative reinvented the advising process and built a framework focused on the student experience. Outcomes included mandatory advising for freshman students, pairing first year advisors with faculty advisors to create an advising team, ongoing advisor professional development, and adapting new student registration. This model has continued to mature over the past six years and has included system updates to support academic planning and hiring an additional advisor through Student Success Endowment funds which allows all degree-seeking students with 28 or less credit hours and those that are not in good academic standing to participate in the mandatory advising model.

In 2022-23, a Career Education and Outreach Coordinator was hired to provide support and guidance to prospective and current students for the purpose of increasing knowledge and confidence levels regarding major and career choices. The position provides a variety of career exploration and career development activities. Some of the services include one-on-one career assessments with follow-up support, job shadow database, and career exploration workshops. During the 2023-24 academic year, Career Services began utilizing the YouScience assessment, a comprehensive, science-backed approach to career exploration that helps students identify their unique strengths, talents, and potential. This personalized, aptitude-based assessment combines cognitive ability testing with interest profiling to create a detailed, data-driven profile of a student's abilities and preferences. This allows individuals to explore career pathways that align with their strengths, leading to higher satisfaction and success in their professional lives. The results are actionable, providing clear, customized recommendations for careers, educational pathways, and skill development, making the assessment a powerful tool for students, job seekers, and career changers.

This academic year, the Career Services team is undergoing Career Services Provider Certification provided by the National Career Development Association, learning the latest career development strategies to support students through every step of their career journey, from self-assessment

to career. Core teachings in the program cover a wide range of topics, including career theories, assessments, and counseling techniques, ensuring staff are well-prepared to assist students at various stages of their career journey. A key focus is on understanding the psychological, social, and cultural factors that influence career choices, allowing us to provide individualized support. The program emphasizes the importance of self-assessment tools and the development of action plans, helping students gain self-awareness and make informed decisions. This program strengthens Career Services by preparing us to deliver meaningful, personalized career counseling grounded in evidence-based practices. The YouScience assessment, combined with the Career Services Provider Certification, offers invaluable tools to support comprehensive career exploration at Northeast.

The College Catalog is available on the Northeast website each academic year outlining the requirements that students must meet in order to graduate with a specific diploma, certificate, or degree. Students and academic advisors have access to DegreeWorks, a tool that outlines and tracks a student's progress towards their degree.

The [Graduate Report](#) is published annually on the Northeast website that notes the first destination of Northeast students following their graduation. Current and prospective students, as well as employers, can view the number of students acquiring a job as well as the number of students continuing their education. It also notes the earning of students in their first jobs by academic program.

Through guided pathways efforts, Northeast implemented phase I of fields of study to assist in simplifying the process of identifying an area of interest and/or program of study for students. Instead of selecting one of our 115 programs or concentrations, students will choose from one of the seven fields of study. Then, they can select one of the 22 pathways. Each pathway has specific programs and concentrations. Northeast is continuing to develop methods for students to explore careers within their selected field of study to ensure they are in the right area, and then begin to drill down with students until they have found the ideal career and connect that to a specific major.

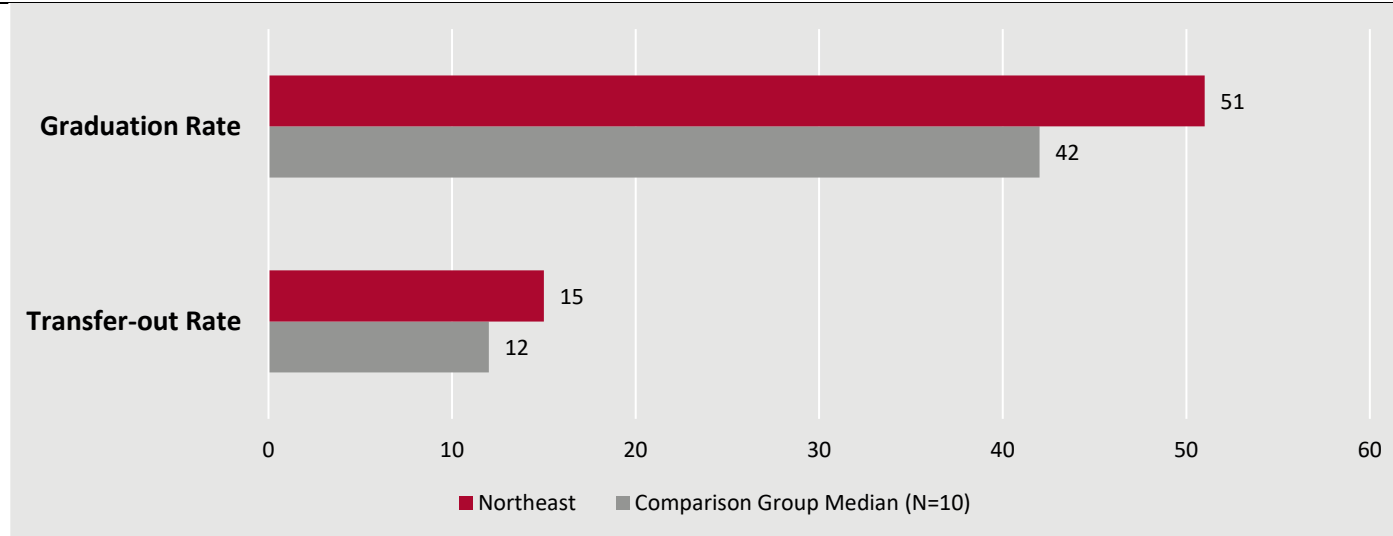
There has been a significant amount of work done around improving new student onboarding processes beginning with an assessment and subsequent recommendations from an external consultant in December 2022. Improvements have been made to ensure students understand the true cost of college and have a plan in place to cover those costs. In addition, processes have been put in place to provide students an opportunity for career exploration if they are undecided prior to registering for classes. It is critical that all students have a similar new student onboarding experience; therefore, a transfer and returning student orientation event was held for the first time in fall 2023 and spring new student orientation event took place in January 2024. These students would not have had an orientation program offered to them previously. Assisting students with onboarding to the college extends to our academic programs as well. Agriculture programs have piloted an orientation program for the past three years that allows all agriculture majors to explore careers and programs in the field the first week of the semester to determine if they have chosen the correct path, and how to make changes if their plans do not align with their selected pathway. The agriculture orientation was added to New Student Orientation in August 2024 and took place before the first day of classes. This was extremely helpful as several students changed their major after learning more about the various agriculture programs and changing their schedule prior to the first day of classes provides for a better experience for students. To provide additional opportunity for connections between students and faculty within their major, a lunch was held on the Friday before classes started in August 2024. This lunch was part of the overall New Student Orientation event and allowed students and faculty to interact in a relaxed environment. Students could ask faculty candid questions about what to expect in their courses and programs, and faculty could share with students what to expect in their first few weeks of classes. This event was successful and will continue going forward.

Multiple Measures Placement was launched in fall 2024. The revised placement criteria use two or more measures to determine student's math and English preparedness to determine proper placement. Multiple measures placement offers better predictions of college-level student success by combining high school GPA with other measures to yield a higher predictive power and move students into college-level courses and supports. A workgroup will be reviewing data following fall 2024 and spring 2025 in order to determine if additional adjustments need to be made to the placement criteria to increase student success in upcoming years. This work, in conjunction with aligning math and English in the first-year of the program of study, are guided pathways initiatives working towards increasing gateway course completion which are strong predictors of overall degree completion according to the [Community College Research Center](#).

Through the Early College Access Project (ECAP), Northeast was able to hire the first Early College Navigator to serve the South Sioux City area. The Navigator is located in the South Sioux City area to serve local high schools with application, registration, advising, career planning. The Navigator serves as a bridge between high schools and college divisions, departments, and personnel. In addition, the Navigator assists high school students in understanding and entering Fields of Study at Northeast.

In the 2023 IPEDS Data Feedback Report shown below, Northeast's graduation rates extend well beyond those of the CCPE-approved comparison group (10 institutions) (51% vs. 42%). Northeast has been recognized in the top 150 of America's community colleges by the prestigious Aspen Institute seven times since 2011, including being named a top 10 national finalist in 2017.

**Table 1: Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2019 cohort**



**NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with a mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.**

**SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Post-Secondary Education Data System (IPEDS): Winter 2022-23, Graduate Rates component.**

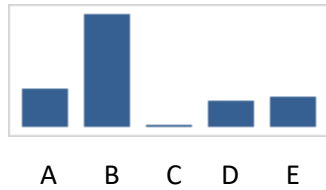
Discussed later in Objective 2, the Student Satisfaction Inventory 2022 results show that 60% of students indicated an associate degree as their main goal (58% in 2018). Thus, Northeast is close to reaching that goal at 52%, but there is room for improvement. Northeast students are certainly achieving their goal(s) on a greater scale than the comparison group—due in part to laying the proper foundation for their degree (pathways). The implementation of guided pathways best practices will assist Northeast in increasing this percentage to achieve greater student success.

Guided pathways is composed of essential institutional practices that help students along their journey to success. Many items from the Community College Survey of Student Engagement (CCSSE) are aligned with important dimensions of guided pathways. This tool can be used to facilitate important conversations about gaps and areas of alignment in three key areas: 1) helping students get on a path, 2) helping students stay on their path, and 3) ensuring students are learning.



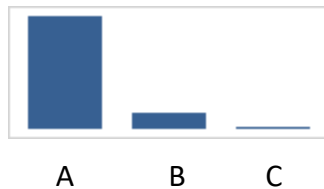
In CCSSE 2023, two questions (there are several) align with “how students get on a path” show below. Notice how the participation/yes rates are encouraging but can always improve. A plan has recently been put into place to train the Early College Navigators to assist with advising new returning and transfer students with more than 30 credit hours in those academic programs without a program director or associate dean, which will help fill a current advising gap for some students while faculty are not on contract in the summer months.

**14. The one response that best describes my experience with orientation when I first came to this college is:**



- A) I took part in an online orientation prior to the beginning of classes (19%)
- B) I attended an on-campus orientation prior to the beginning of classes (46%)
- C) I enrolled in an orientation course as part of my course schedule during my first academic term (5%)
- D) I was not aware of college orientation (14%)
- E) I was unable to participate in orientation due to scheduling or other issues (16%)

**20. Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university).**



- A) Yes (55%)
- B) No (25%)
- C) I am still in my first academic term; I have not yet developed an academic plan (20%)

## 1.1 Students can easily transfer credits to other educational institutions.

### INTERPRETATION

I interpret the ease of transfer to be achieved through providing intentional resources and systems that result in transfer student success rates that are greater than or equal to that of comparative institutions.

### EVIDENCE

Northeast students taking courses designed to transfer can transfer their credits to multiple colleges and universities throughout the United States. Associate of arts and science degree courses are designed to transfer smoothly. Associate of applied science program courses, the more hands-on career and technical education courses, are designed for students who plan to move into the workforce and are not typically transferable. Having courses that can easily transfer to multiple colleges and universities allows students to graduate sooner without taking unnecessary credits, thus getting into the workforce faster, and saving money when they do not have to take classes that are not needed.

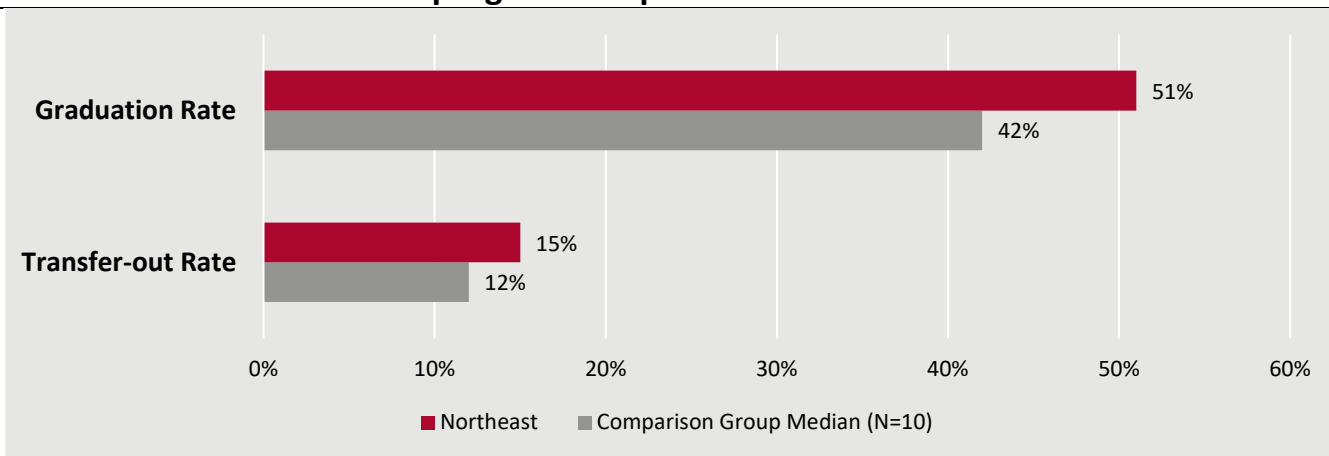
Northeast has a [Transfer Guide](#) page on the website noting articulation agreements with several four-year colleges that outlines courses and programs that are accepted by a certain institution. In addition, it provides links to [Transferology](#), a nationwide network designed to help students explore transfer options, and [Transfer Nebraska](#), a site developed by Nebraska colleges and universities to assist students with knowing how credits will transfer to colleges and universities throughout the state.

Northeast is an active participant in the Nebraska Transfer Initiative, which meets annually to review state-wide articulated courses among the six Nebraska community colleges. Faculty representatives from each college convene to review course numbers, titles, descriptions, objectives, student learning outcomes, and materials to assure students receive consistent instruction regardless of institution.

The latest IPEDS Data Feedback Report 2023 below shows this with transfer in mind. Northeast is 3% higher than the CCPE-approved comparison group (15% vs. 12%), indirectly suggesting transferring works at Northeast as well as those colleges in the comparison group. Ease of transfer can also be measured by performance at other institutions.

Many Northeast students transfer to a four-year institution to complete their academic careers. The majority transfer to the University of Nebraska-Lincoln (UN-L) or Wayne State College (WSC). In cooperation with these institutions, Northeast can track how our students do academically compared to their native or other transfer students.

**Table 2: Transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2019 cohort**



**NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with a mission to prepare students to transfer are required to report transfer out.**

**For more details, see the Methodological Notes. N is the number of institutions in the comparison group.**

**SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Post-Secondary Education Data System (IPEDS): Winter 2022-23, Graduate Rates component.**

The table below from Wayne State College compares the GPAs for Northeast transfer students and WSC native students for fall terms 2020 through 2023. The number of overall transfers has declined from 87 in Fall 2020 to 45 in Fall 2023. Overall, Northeast students seem to keep up, even exceed at times, native WSC students when comparing GPAs.

**Table 3: Wayne State College  
Fall 2020-2023**

	Avg. Cum. GPA	No. of Students	Avg. Cum. GPA	No. of Students	Avg. Cum. GPA	No. of Students	Avg. Cum. GPA	No. of Students
	2020		2021		2022		2023	
<b>New Junior Northeast Transfers:</b>	3.48	52	3.22	45	3.46	24	3.58	22
<b>New &amp; Continuing WSC Juniors:</b>	3.26	614	3.30	673	3.33	679	3.28	588
<b>New Sophomore Northeast Transfers:</b>	3.04	30	3.09	23	3.02	33	3.39	19
<b>New &amp; Continuing WSC Sophomores:</b>	3.23	660	3.23	674	3.21	586	3.19	667
<b>New Freshmen Northeast Transfers:</b>	1.78	5	2.40	3	1.97	4	2.04	4
<b>New &amp; Continuing WSC Freshmen:</b>	2.83	937	2.80	881	2.82	919	2.88	875
<b>All NEW Northeast Transfers (no seniors):</b>	3.30	87	3.15	71	3.22	61	3.37	45
<b>All New &amp; Continuing WSC Students (Freshmen/Junior only):</b>	3.17	2,211	3.19	2,228	3.19	2,184	3.17	2,130
<b>All New &amp; Continuing WSC Students (including seniors):</b>	3.28	2,866	3.28	2,930	3.30	2,948	3.30	2,953

Source: Wayne State College, Office of Institutional Research

## 1.2 High school students can obtain dual credits.

### INTERPRETATION

I interpret this to mean that dual credit offerings for high school students have been normalized into our systems, processes, and strategic priorities.

### EVIDENCE

Several projects and initiatives are described here as evidence to the institutionalization of dual enrollment into the processes and systems provided by Northeast.

Northeast Nebraska Career Academies Partnership (NENCAP) is a partnership created to pool resources via Carl D. Perkins funds to expand career and technical offerings for students across the Northeast service area. A major accomplishment for the NENCAP consortium is the Fridays@Northeast program, which launched in Fall 2016, allowing high school seniors the opportunity to spend Fridays at the Norfolk, South Sioux City, or O'Neill campuses. NENCAP provides funding for textbooks and instructional materials for students enrolled in the courses. During 2023-24, 108 students from 24 different high schools and homeschools participated in the program.

Northeast is the lead partner in the Pathways-2-Tomorrow (P2T) consortium of nine secondary schools, along with Wayne State College (WSC) and ESU #2. This collaborative effort is dedicated to developing career and technical pathways that facilitate a seamless transition for students into postsecondary education or the workforce. In 2021, P2T was recognized as the Nebraska Career and Technical Education's (CTE) Outstanding Secondary Program through the Nebraska Department of Education. P2T served 125 students in 2023-2024. 2024-2025 has seen enrollment increasing to over 130 students with the addition of Logan View High School who is participating for the first time. The ongoing focus of this programming at the West Point Extended Campus is to align programs and provide the necessary support and resources students need to reach their academic or workforce development goals.

Starting fall 2023, the Early College program at Northeast provided free tuition for all students currently enrolled in high school to take dual credit or college credit courses with no additional fees. Students will pay for their textbook if their high school does not provide it. During the spring of 2022, the Unicameral provided additional funding for Nebraska community colleges for dual credit offerings by appropriating American Rescue Plan Act funds for the next three years for this purpose. This funding, in addition to reallocation of operational funds, made the transition to free tuition for Early College coursework possible through 2024-25. Advocacy efforts with the legislature will continue into spring 2025 as community colleges seek funding from the state to continue these student success and access efforts.

Dual credit headcount has increased from 819 students in 2010-11, to 2,515 students in 2023-24, through efforts like those that have been detailed above. In 2023-24, 82.4% of students who took dual credit enrollment matriculated to any college. Of those, 27.3% matriculated to Northeast. [Previous years' data display similar outcomes (see below).] This aligns with other studies done on dual credit, which enrolling in dual credit

increases the chances that a student will enroll in college. High matriculation rates to any college is a positive outcome and demonstrates our ability to impact the college attainment rate set forth by the Nebraska Legislature.

<b>Table 4: enVISION Measure - Dual Credit Matriculation</b>					
	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Matriculation to Northeast	26.9%	29.0%	29.1%	28.3%	27.3%
Matriculation to any College	85.5%	88.4%	85.2%	85.0%	82.4%

In addition, this aligns with the work of the Rural Guided Pathways Project. One of the goals of our work, along with our partners, is to increase the college-going mindset in our region. Statewide, Nebraska currently has a college-going rate of 69.6%, so to have an 82% matriculation rate for students taking dual credit is significant. In reviewing the number of students enrolling at Northeast after taking a dual credit class, this as an area of opportunity to matriculate more students to Northeast through intentional efforts, including P2T, Fridays@Northeast, Panther Pathways with Norfolk Public Schools, and the new advising pilot. Northeast has also increased communication with area schools by hosting school administrator meetings in each region, holding virtual meetings with all school counselors during each semester, and Early College 101 for counselors, dual credit instructors and school administrators. Northeast was awarded an Early College Access Planning Grant in fall 2023 which allowed for intentional conversations to occur with high school administrators and guidance counselors. Those conversations centered on additional support needed to ensure all high school students are aware of and can take advantage of college credit opportunities, and to ensure the courses they are registering for align with their future educational goals. The Early College Navigator position in the eastern part of the service area is a direct result of that work. A second Early College Access Grant currently being reviewed will allow for the expansion of the Navigator model to the entire service area. One of the gaps discovered is in the diversity of students taking and excelling in dual credit courses. Work is underway to reach a more diverse population through dual credit outreach which has allowed this percentage of Hispanic students taking dual credit to increase from 7.2% to 11% over the past year. A Latino Youth Summit, open houses offered primarily in Spanish, bilingual student ambassadors, and informational materials translated into Spanish are a few efforts that have taken place. This is more closely aligned to our regional demographics which were 11.5% Hispanic in 2024 (Lightcast). This suggests that recruitment for all students, not just dual credit, exercises the same rigor regarding diversity.

**Table 5: Dual/Concurrently Enrolled Students (includes all early entry)**

Source: IPEDS 12-Month enrollment survey

<b>2023-2024</b>	Total headcount	%	High school students	%
American Indian or Alaska Native	57	1%	17	1%
Asian or Pacific Islander	57	1%	20	1%
Black, non-Hispanic	78	1%	26	1%
Hispanic	771	12%	237	11%
White, non-Hispanic	5118	77%	1739	81%
Two or more races	109	2%	39	2%
Nonresident alien	110	2%	5	0%
Unknown	310	5%	65	3%
<b>Overall</b>	<b>6610</b>		<b>2148</b>	<b>32%</b>

**1.3 Students develop workforce skills necessary to meet demand of businesses in service area.**

INTERPRETATION

I Interpret this to mean students must be prepared to be effective employees for the employers of our service area.

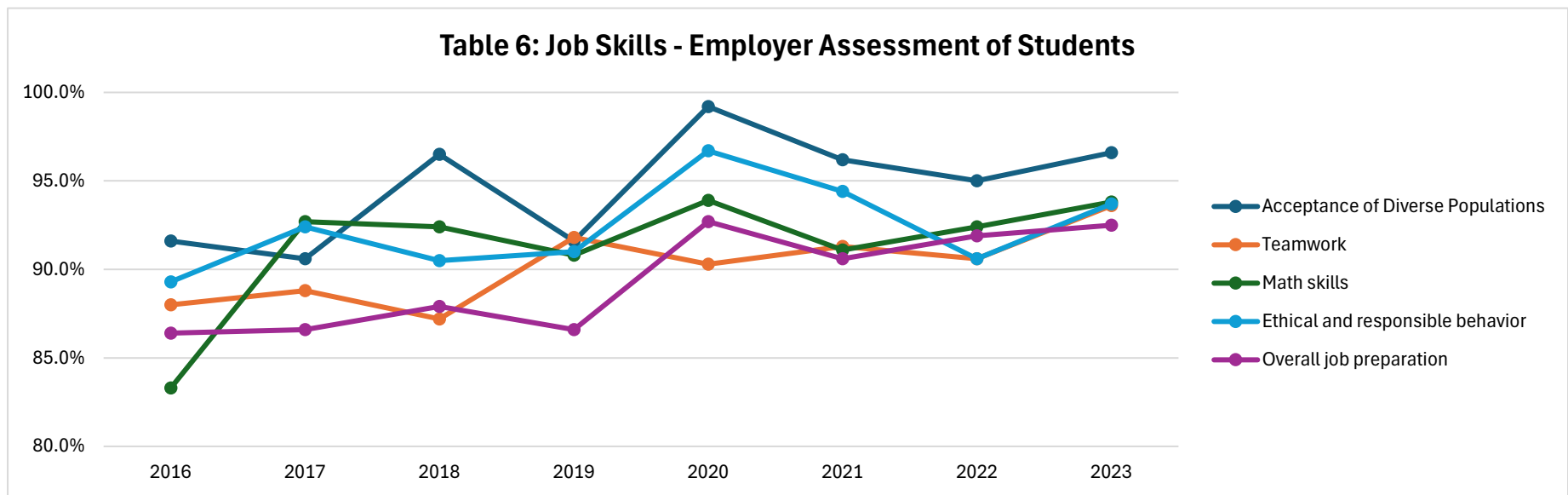
EVIDENCE

“Graduates who are ready for the workforce” is evaluated through an analysis of survey responses provided by employers within and outside our region. Several tables follow that provide evidence that employer satisfaction exists with our graduates.

Each year, the Institutional Research Office invites employers to evaluate graduates that have worked for them during the prior year. In Spring 2024, 358 surveys were sent, with 160 employers responding (45%). Questions are broken down into two parts, 1) employee, and 2) program assessment. Whether the employer would hire a Northeast graduate again (pink row in program assessment) speaks to students fulfilling the employer's demands/expectations. In 2024 (2023 graduates), the percentage was 96.8%. If the student possesses the skills necessary to be successful in the workforce (pink row in employee assessment), this can be answered by examining the "overall job preparation" question. In 2024 (2023 graduates), the percentage was 92.5%. Note: this row is not an average of the above rows. Rather, it is its own question in the survey. Examining all rows above, it helps paint the brush strokes of the employee's various soft/hard job skills. Both percentages have been steady compared to recent years. Percentages on or above 90% are considered very good, 95% or above excellent.

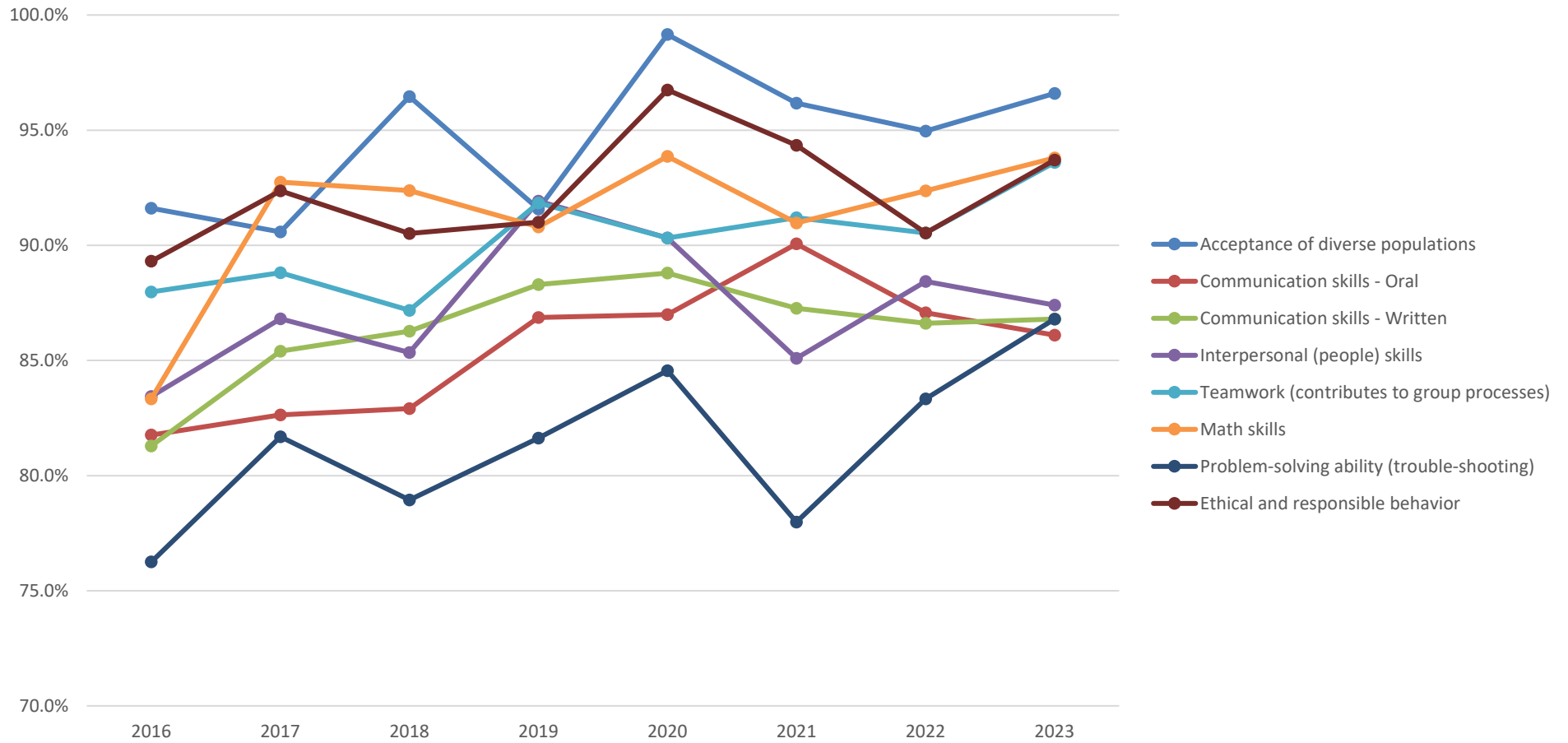
**Employer Survey of Employee Skills (Institution-Wide)  
Percent Rated Excellent & Very Good  
Distributed 2017 to 2024 (2016 to 2023 Graduates)**

**Table 6: Job Skills - Employer Assessment of Students**

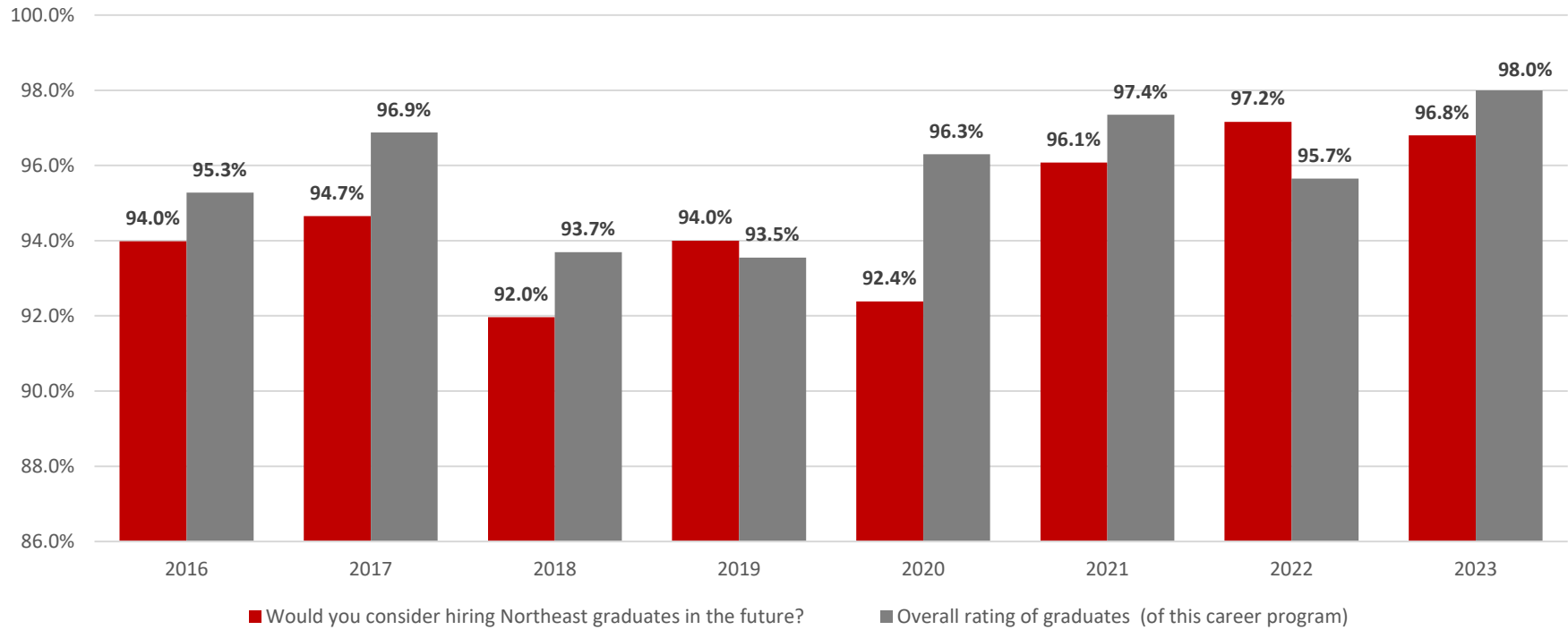




**Table 7: Core Competancies/Skills: Employer Assessment of Students**



**Table 8: Overall Employer Assessment of Programs**



**Table 9: Employer Survey Statistics**

Survey Methods	2016	2017	2018	2019	2020	2021	2022	2023
Number of Employer responses	165	149	120	155	125	161	149	160
Total surveys mailed/emailed	312	284	274	322	285	314	292	358
Response Rate	53%	52%	44%	48%	44%	51%	51%	45%
Distribution format	Email first, then paper with option to complete online	Email first, then paper	Paper	Paper	Paper with option to complete online	Paper	Paper	Paper

Additionally, Northeast works within the region to develop short- and long-term programming to meet the needs of the service area which are identified through conversations with area employers and through review of labor market data for the region. Workforce development, continuing education, and personal development coursework are accessible to the service area where various programming is offered depending on the needs of the region.

Annual academic program advisory committee meetings provide opportunities for industry leaders and faculty to discuss current needs and validate program recommendations and changes. Workforce Development staff identify workforce needs through qualitative feedback they gather when talking with regional employers. In addition, surveys are distributed to all known employers of Northeast graduates each year. Faculty and academic staff members review graduate employment, wages, labor market trends, and employer satisfaction as part of the annual program review process utilizing Department of Labor data and Lightcast labor market data analytics tools.

Moreover, the President is active in The Nebraska Chamber and several community Chambers, including Siouxland, Norfolk, O’Neill, and West Point. She regularly meets with business leaders, economic development professionals, state senators, and members of our federal delegation. Additional evidence of the multiple contacts the President has throughout the region can be found in the President’s Update to the Board each month.

#### **1.4 Students are aware of the academic standards required to achieve college success.**

##### INTERPRETATION

Learner awareness of academic standards and requirements is shown in two broad ways – compliance with criteria for accreditation and student expression of understanding through satisfaction surveys. Northeast is complying when the criteria is met, and students freely express their satisfaction with advising and understanding program requirements. Evidence of both are provided below.

##### EVIDENCE

The Higher Learning Commission recently reaffirmed accreditation through 2034 at Northeast, acknowledging evidence that students are aware of the institution's academic standards. Several systems are in place to ensure students will be informed and understand the academic expectations of Northeast, what requirements are needed to remain in good standing and to graduate, as well as the requirements to maintain eligibility for financial aid.

Northeast maintains an ongoing process of annual instructional program review and cyclical review through internal, state-mandated, and specialized accreditation.

Assessment of student learning provides evidence of college-level rigor through annual evaluation of learning goals for each college identified program. Data is used to update course and program curricular outcomes in accordance with recognized industry standards and program-level accreditation requirements.

Northeast assigns credit hours for coursework based on AP 4190.0 Credit Hour Assignment utilizing Carnegie Foundation units and a semester schedule. Definitions for credit hour, clinical hour, contact hour, laboratory hour, and practicum hour provide duration of each unit in accordance with Nebraska State Statute 85-1503. Each course listed in the College catalog has a documented list of direct instruction; laboratory, clinical, and cooperative work experience; and out-of-class expectations time on file with the Vice President of Educational Services. This is done through a credit hour tracker worksheet that calculates number of occurrences and minutes per occurrence to ensure compliance with federal credit hour standards. This process validates the rigor of the curriculum and appropriate credit hour assignments. Approved semester credit to contact hour ratios are:

- Classroom Hour 1:15
- Academic Transfer, General Education and Academic Support Lab Hour 1:30
- Vocational Laboratory and Clinical Hour 1:45
- Practicum Hour 1:45
- Cooperative Work Experience 1:60

Credit hours are assigned uniformly across all locations and programs, regardless of instructional method. Annual review of the submitted tracker is completed by the faculty assigned to teach the course. If significant changes occur to the course such as change in delivery method or student learning outcomes, reviews should be completed sooner.

[AP-4192.0 Assignment of Awards](#) establishes protocol for identifying and assigning curriculum through course sequencing and assignment of various awards as approved by Nebraska State Statute and the Nebraska Coordinating Commission for Postsecondary Education (CCPE). Northeast awards associate degrees (minimum 60 credit hours), diplomas (minimum of 30 credit hours), and certificates (minimum of 16 credit hours). Various certifications are also provided in both credit and non-credit program areas.

Students are introduced to the [College Catalog](#) during New Student Registration. The College Catalog outlines the academic expectations to maintain enrollment and eligibility for financial aid, as well as the necessary requirements for graduation, including the courses needed to complete their program of study. The College Catalog outlines the satisfactory academic progress that students need to meet to be eligible or maintain eligibility for federal, state, and institutional aid. Also outlined in the Catalog are the consequences of not maintaining satisfactory academic progress, which includes financial aid probation and suspension. In addition, it outlines the Academic Standards of Northeast, which explains how students maintain good standing with the College as well as the consequences of academic warning, probation, and suspension. This is also discussed at New Student Orientation with students.

All degree seeking students are assigned a first-year advisor who builds an academic plan for them within DegreeWorks. All students are required to meet with their first-year advisor until they complete 30 credit hours. First year advisors go over DegreeWorks and their academic plan when meeting with students and assisting them in registering for their spring semester classes. Students and faculty advisors can view this academic plan to see what courses are needed for them to complete their degree and to ensure that they remain on track with their degree.

During each semester of a student's first year, first year advisors review mid-term grades. Students who have a grade of "D" or lower at mid-term are contacted by their first-year advisor. Students are provided with options for improving their grade or for withdrawing from the course and the consequences of not doing well in the course. After final grades are submitted for each term, students receive their academic standing status. Those not in good standing receive a letter that requires them to meet with their first-year advisor to develop an academic recovery plan.

Course syllabi are managed through Simple Syllabus beginning Fall 2023. Every course has a syllabus that students receive on or before the first day of the course that outlines the course assignments and due dates. It also outlines the instructor's expectations for the course and weight of different course assignments and exams on the final grade. The syllabus also notes the student learning outcomes for the course. Further, all course syllabi are available to students throughout the course in the Canvas Learning Management system.

The CCPE requires each instructional program to be reviewed every seven years. During this process, the college determines the viability of each program and if modifications should be implemented to meet current industry needs. After the review is completed, recommendations are submitted to the Vice President of Educational Services who then forwards them to the President and the Board of Governors. Upon approval, the necessary review documents are submitted to the CCPE for the external review and a continuation decision.

Northeast has historically conducted internal reviews mid-way between program reviews for the CCPE. Beginning Fall 2023, a more comprehensive annual program review replaced the mid-cycle review process. The annual review provides the ability to analyze trend data, identify opportunities to improve student learning, and develop action items. The goals of the new program review process are to increase post-graduation outcomes and enhance teaching and learning through data-informed decision-making allowing for more timely improvements in the program. This change allows for more timely improvements in the program. The review process aligns with *enVISION* by incorporating program mapping for fields of study, SWOT analysis, and key performance indicators tied to strategic measurements. Dashboards provide faculty and deans access to disaggregated student data. The internal program review process incorporates student learning outcomes, assessment, and requirements for credit hour tracking.

Programs with specialized accreditation also undergo evaluations by external organizations. While these programs follow annual internal and CCPE review cycles, program review strategies related to required accreditation standards are also implemented.

Several responses from Ruffalo-Noel-Levitz Student Satisfaction Inventory (SSI) provide evidence of Northeast compliance with this section of the Ends. SSI 2022 groups strengths and challenges by responses that rate a question being of high importance and if highly satisfied (upper 25<sup>th</sup> quartile), a strength; lowly satisfied (lower 25<sup>th</sup> quartile), a challenge. Each question is compared to the Midwest cohort and the last Northeast survey administered in Spring 2018. The question that best answers students being aware of the academic standards required to achieve college success is Q#66 below, “Program requirements are clear and reasonable.” Q#71 and Q#75 touch on this, as well.

The challenges table follows, indicating one area where Northeast can improve (Q#72). It is possible other questions in either table can address student awareness beyond those in pink. Displaying them all provides transparency and the opportunity to select more or less.

Additional infographic is found in the appendix.

<b>Item #</b>	<b>Question</b>
71	<b>Campus item:</b> I know who my advisor is. [ <i>New in 2022</i> ]
75	<b>Campus item:</b> My major is providing me with the necessary preparation for a successful career.
51	There are convenient ways of paying my school bill.
31	The campus is safe and secure for all students.
58	Nearly all of the faculty are knowledgeable in their fields.
36	Students are made to feel welcome on this campus.
66	Program requirements are clear and reasonable.
68	On the whole, the campus is well-maintained.
69	There is a good variety of courses provided on this campus.
70	I am able to experience intellectual growth here.
80	<b>Campus item:</b> Returning adult students are made to feel welcome at this college.
34	Computer labs are adequate and accessible.
50	Tutoring services are readily available.
41	Admissions staff are knowledgeable.
62	Bookstore staff are helpful.
43	Class change (drop/add) policies are reasonable.
45	This institution has a good reputation within the community.

Table 11: Challenges (in descending order of importance)	
Item #	Question
76	<b>Campus item:</b> I am knowledgeable of important dates and deadlines (registration dates, drop/add period, last day to withdraw). [ <i>New in 2022</i> ]
72	<b>Campus item:</b> My advisor assists me in clarifying my career goals.
18	*The quality of instruction I receive in most of my classes is excellent.
20	Financial aid counselors are helpful.
7	**Adequate financial aid is available for most students.
8	Classes are scheduled at times that are convenient for me.
29	Faculty are fair and unbiased in their treatment of individual students.
13	Financial aid awards are announced to students in time to be helpful in college planning.
39	The amount of student parking space on campus is adequate.
54	Faculty are interested in my academic problems.

\*Since most traditional campuses made the switch to online course offerings during the 2020–2021 academic year, the consistent perceptions of the quality instruction are a win for colleges and universities that had to navigate the new dynamic of online learning. On individual campuses this item may still be identified as a challenge (high importance, lower satisfaction). The recommendation is to *isolate the data to specific programs to provide a clearer picture on where the instruction concerns are most often located*. 2021 RNL | 2021 National Student Satisfaction and Priorities Report

\*\*While satisfaction levels held steady or increased in this area from one year to the next, colleges and universities will need to continue to be sensitive to the financial fallout from the pandemic and the effect on students and their families as they award financial aid. Institutions need to make sure students and families can find information and instructions for applying for aid. In addition, making the case for the value of the college experience and education (in any modality) can help demonstrate the return on the investment in an education. Finally, and most importantly, ensuring that education is affordable and will not saddle students with debt levels they cannot handle should be ongoing priorities for an institution in today’s environment. 2021 RNL | 2021 National Student Satisfaction and Priorities Report

Additionally, no complaints were filed during the 2023-24 academic year related to students being unaware of requirements related to program completion.



## **2. Diverse populations of students experience learning and academic success responsive to their unique needs.**

### INTERPRETATION

I interpret this to mean that Northeast provides a variety of programs in a variety of formats to meet the needs of diverse populations of students which includes, but is not limited to, first generation college students, part-time students, full-time students, nontraditional students, low-income students, students with disabilities, underserved students, and traditional age college students. Evidence will include the application of evidence-based practice, areas of focus but in need of improvement, and highlights of our excellence in this work. This is the primary emphasis of our strategic work to create a guided pathways culture.

As noted previously, Northeast adheres to the Nebraska Coordinating Commission for Postsecondary Education (CCPE) Comprehensive Statewide Plan for Postsecondary Education as it identifies the role and mission of community colleges in accordance with State Statute 85-962. Northeast is an open access institution, which means students with different levels of skills and abilities will be admitted to the college.

### EVIDENCE

Northeast has spent more than a decade focused on building and improving the student experience for full-time, degree-seeking students. As a result, Northeast has seen strong enrollments from traditional age students. The guided pathways journey has pointed out that with the focus on traditional, full-time, degree-seeking students, we are missing improving the student experience for the majority of our students. During the summer of 2021, Northeast participated in a Community College Research Center (CCRC) Guided Pathways Summer Institute and did a deep dive into our data. As a result, we realized that 69% of our students are enrolled in non-credit, non-degree, and unstructured programs. Up to this point, we have always focused on the 31% of students in degree-seeking programs. In other words, for every one student we are working to chart the course for, we are leaving two left to forge their own path. In addition, we discovered inequities in our top ten enrollment programs when we disaggregated the data. When looking at program enrollment through an equity lens, we realized our low-wage programs had a higher number of diverse students enrolled.

These data discoveries have been reinforced through our Rural Guided Pathways Project work. Team members identified two focus areas, 1) increase the college-going mindset in our region and 2) engage the underemployed. The team has identified that we are not reaching all potential students in our region, and to increase the college-going rate of our region, we are going to have to work to reach students we have not always been reaching. This will require us to make changes to some of our program offerings, create multiple on- and off-ramps, develop accelerated programs, and create more certificate to degree programs for our students. We need to meet students where they are and talk with families of first generation college students. As noted previously, a similar onboarding program needs to be developed for all students, not just degree-seeking students, each semester. Advising also needs to take place with all students. These are all areas being reviewed and addressed through guided pathways priorities. Northeast will begin Phase II of the Rural Guided Pathways Project beginning spring of 2025.

Several projects are underway to address these gaps. In August 2024, Northeast took the first step in supporting non-credit students with the hiring of a non-credit advisor. Advising non-credit students is part of the job description for the recently filled apprenticeship support staff position. While the staff member has not started advising non-credit students, advisor orientation and training is in progress. Also, in August 2024 a pilot project for advising non-degree seeking students started. A first year advisor has taken on communicating with and advising non-degree seeking students. As a result, 94 non-degree seeking students received communications this semester and thirteen students took advantage of ongoing support from the first-year advisor. As part of the Rural Guided Pathways Project work, Northeast held a program alignment workshop in September 2024 where staff members began the process of documenting the alignment of non-credit training, professional training, and certifications with credit courses and programming. Alignment is underway for welding, agriculture, business, and health programs. In addition, steps have begun to embed non-credit and credit together across the Educational Services Division. This integration is focused on the single goal of providing opportunities for learning that serve all Northeast students instead of siloing students into either or. To serve the various Northeast communities more effectively and efficiently, partnerships with businesses, communities, and students will shift to a model that divides the region into 3 service zones. The Zone Partnership Model relies heavily on creating Educational Services teams that live and serve in the various communities (or zones) in the Northeast service area. The teams will consist of the current External Campus Director, the new Early Access Navigators, and Business and Community Partnership Liaisons (current Workforce Development staff). The teams will collaboratively establish consistent and comprehensive services across the Northeast region and act as a bridge between divisions across Northeast and business and industry partners.

For the past two academic years, a team of individuals from across the college have been working to make Northeast a JED Campus. The Jed Foundation (JED) is a national nonprofit organization dedicated to preventing suicide and protecting the emotional health of our nation's youth and young adults. JED works with colleges across the country to provide expert support, evidence-based best practices, and data-driven guidance to protect student mental health and prevent suicide. The process of becoming a JED Campus requires colleges to go through JED's fundamentals program, where we partner with JED experts to assess our college's needs, develop a customized strategic plan to build on existing strengths, and implement tools, strategies, and techniques that lead to measurable improvements in student mental health and a more connected community. Northeast is currently in year three of a four-year journey to become a JED Campus. During year one Northeast students took the nationally normed Healthy Minds survey to help the Northeast JED Team determine what student needs are most pressing. Some of the key takeaways included that our students are concerned about their finances. 85% of the students surveyed described their financial situation as sometimes to always stressful, which is higher than national comparisons. In addition, 75% of students surveyed strongly to somewhat agree that they are ashamed of having a mental illness. This is compared to 54% of students feeling the same way nationally. As a result of these findings, Northeast is working to ensure resources are available to students who are financially struggling including the food pantry, career closet, and emergency financial assistance through the financial aid office. In addition, the Student Health and Counseling staff held a campaign during the month of September around "It's okay not to be okay" to normalize seeking help when you are feeling overwhelmed or sad. A positive finding from the students surveyed was that 85% felt that Northeast is a college that looks out for each other. New this year, on October 1 the Student Health and Counseling Department hosted "Fresh Check Day" through the Jordon Porco Foundation. Approximately 275 students participated in the event where mental health professionals and other caring adults talked openly about mental health as well as educated students about the risk factors and warnings of suicide. Of the students that attended, 62% felt much more aware of the warning signs of suicide, 68% are more aware of the

mental health resources available to them, and 62% were much more likely to ask for help if they are experiencing distress. As the JED Campus initiative ends this academic year, the Healthy Minds survey is currently being administered to Northeast students.

A Veteran's Lounge was created in Union 73 to accompany veteran support offered through the Registrar's Office. Northeast earned the Military Friendly School designation again in 2023-24 showcasing the College's commitment to supporting these students.

In November 2024, Northeast launched a campaign to employees surrounding universal design and access new regulations published by the [Department of Justice \(ADA Title II\)](#) and [Health and Human Services \(section 504\)](#) regarding digital accessibility. As a large institution (serving over 50,000 people in our service area via census data) Northeast will need to be in compliance with new regulations by April 24, 2026. Regulations state that the organization *"Shall ensure that the web content and mobile apps that the public entity provides or makes available, directly or through contractual, licensing, or other arrangements, comply with Level A and AA success criteria and conformation requirements specified in [WCAG \(web content accessibility guidelines\) 2.1](#), unless the public entity can demonstrate that compliance with this section would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial administrative burdens."* This covers websites, Learning Management Systems (LMS) and academic resources, E-learning platforms, and tools, Ellucian products, third party systems, online documents and forms, and multimedia content. A multi-faceted plan has begun taking shape to include creating awareness, providing training to employees, and developing processes to regularly audit for compliance moving forward.

Northeast has a Disability Services office with four full-time staff dedicated to assisting our students with disabilities. [The Disability Services webpage](#) outlines the many services provided to students, and the processes that surround those services. Students with a documented disability, including temporary disabilities, can request reasonable accommodations for their courses. Accommodations include a modification or adjustment that allows a student to have equal access and have equal opportunity to participate in Northeast's courses, services, activities, and use of the facilities. Northeast is not obligated to provide accommodation that requires a substantial change in the curriculum or alteration of any essential elements or functions of a program. Reasonable accommodation is provided on an individualized, as-needed basis. Northeast also has an administrative procedure AP- 5260.0 [Services for Students with Disabilities](#). This procedure formalizes the rights, responsibilities and processes established for the provision of accommodations for students with disabilities and to outline mechanisms for resolving complaints concerning the provision of such accommodations. In 2023-24, Disability Services served 582 students in identifying reasonable accommodations for multiple types of disabilities. The department was recognized for its advocacy of blind and visually impaired students in August of 2022. In 2023, space in the College Welcome Center was repurposed to create a sensory room providing a safe space for students who experience anxiety, ADHD, or other disabilities.

Northeast offers English Language Learning (ELL) courses and adult education programming. ELL programming is co-located with credit programming to expose these students to the possibility of continuing their education at the college level. In 2023-24, 664 students were served through adult education programs, the majority of whom identified as people of color. A new Integrated Education and Training (IET) program is being developed for Medical Translation and Support to add to the existing offerings in Truck Driving and Basic Nurse Aide. These unique programs provide ELL training alongside the program curriculum using the iBest Model.

In spring 2024, Northeast participated in the Community College Survey of Student Engagement (CCSSE) Race & Ethnicity Study. The IDEA Team, a group of employees focused on review of data, procedure, and practice to identify success gaps and ensure a college community that is focused on belonging for all students, is currently analyzing the results. Some of those have been included below.

**Table 12: The Various Faces of Diversity at Northeast**  
Fall 2023 Credit Students

*Figure 1 - Fall 2023 Race/Ethnicity by Gender*

Race/Ethnicity	Female	F %	Male	M %	Grand Total	GT %
2 Or More	59	2%	46	2%	105	2%
American Indian or Alaska Native	22	1%	15	1%	37	1%
Asian	18	1%	14	0%	32	1%
Black or African American	38	1%	25	1%	63	1%
Decline to Identify		0%		0%	0	0%
Hispanic	382	14%	261	9%	643	11%
Native Hawaiian or Other Pacific Islander	1	0%	1	0%	2	0%
Non-Resident Alien	37	1%	64	2%	101	2%
Unknown	93	4%	197	7%	290	5%
White	1998	75%	2324	79%	4322	77%
Grand Total	2648		2947		5595	

<b>Men: (% of all)</b>	<b>2947</b>	<b>53%</b>
<b>Women: (% of all)</b>	<b>2648</b>	<b>47%</b>

Figure 2 - Fall 2023 Race/Ethnicity by Enrollment Status

Race/Ethnicity	Full-time	FT %	Part-time	PT %	Grand Total	GT %
2 Or More	46	2%	59	2%	105	2%
American Indian or Alaska Native	20	1%	17	0%	37	1%
Asian	12	1%	20	1%	32	1%
Black or African American	21	1%	42	1%	63	1%
Decline to Identify	0	0%	0	0%	0	0%
Hispanic	277	14%	366	10%	643	11%
Native Hawaiian or Other Pacific Islander	1	0%	1	0%	2	0%
Non-Resident Alien	88	4%	13	0%	101	2%
Unknown	28	1%	262	7%	290	5%
White	1467	75%	2855	79%	4322	77%
Grand Total	1960		3635		5595	

<b>Fulltime: (% of all)</b>	<b>1960</b>	<b>35%</b>
<b>Part-time: (% of all)</b>	<b>3635</b>	<b>65%</b>

Figure 3 - Fall 2023 Race/Ethnicity by Degree-seeking

Race/Ethnicity	Degree	D %	NDUG	NDUG %	Grand Total	GT %
2 Or More	57	2%	48	2%	105	2%
American Indian or Alaska Native	25	1%	12	0%	37	1%
Asian	16	1%	16	1%	32	1%
Black or African American	34	1%	29	1%	63	1%
Decline to Identify	0	0%	0	0%	0	0%
Hispanic	402	16%	241	8%	643	11%
Native Hawaiian or Other Pacific Islander	1	0%	1	0%	2	0%
Non-Resident Alien	94	4%	7	0%	101	2%
Unknown	38	2%	252	8%	290	5%
White	1797	73%	2525	81%	4322	77%
Grand Total	2464		3131		5595	
<b>Degree-seeking: (% of all)</b>	<b>2464</b>	<b>44%</b>				
<b>Non-degree seeking: (% of all)</b>	<b>3131</b>	<b>56%</b>				

Figure 4 - Fall 2023 Race/Ethnicity by Student Population Type

Race/Ethnicity	Continuing	First-time	Non-degree	Transfer-in	Grand Total	%
2 Or More	30	21	48	5	104	2%
American Indian or Alaska Native	10	11	12	4	37	1%
Asian	11	4	16	1	32	1%
Black or African American	16	15	29	3	63	1%
Decline to Identify	0	0	0	0	0	0%
Hispanic	215	169	241	18	643	11%
Native Hawaiian or Other Pacific Islander	0	24	1	0	25	0%
Non-Resident Alien	50	41	7	3	101	2%
Unknown	16	18	252	4	290	5%
White	998	683	2525	94	4300	77%
Grand Total	1346	986	3131	132	5595	100%

Minority percentage =====>

15.49%

Figure 5 - Fall 2023 All Students by Age

<b>Traditional*</b>	<b>4303</b>	<b>77%</b>
<b>Non-traditional</b>	<b>1292</b>	<b>23%</b>
<b>Total</b>	<b>5595</b>	<b>100.0%</b>

\* Traditional age is 24 years or below; nontraditional 25 years and above

Figure 6 - Fall 2023 Full-time Students by Age

<b>Traditional</b>	<b>1828</b>	<b>93%</b>
<b>Non-traditional</b>	<b>132</b>	<b>7%</b>
<b>Total</b>	<b>1960</b>	<b>100.0%</b>

\* Traditional age is 24 years or below; nontraditional 25 years and above

Figure 7 - Fall 2023 Part-time Students by Age

<b>Traditional</b>	<b>2475</b>	<b>68%</b>
<b>Non-traditional</b>	<b>1160</b>	<b>32%</b>
<b>Total</b>	<b>3635</b>	<b>100.0%</b>

\* Traditional age is 24 years or below; nontraditional 25 years and above.

Figure 8 – Degree Type by Career/Transfer Track

Degree Type by Track	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
<input type="checkbox"/> Nondegree	2324	2401	2346	2669	2670	2851	3040	3145	3334
<input type="checkbox"/> Nondegree	2324	2401	2346	2669	2670	2851	3040	3145	3334
<input type="checkbox"/> Degree-Seeking	2759	2691	2665	2591	2446	2492	2528	2463	2388
<input type="checkbox"/> Transfer Track	1508	1533	1543	1435	1306	1274	1315	1241	1182
<input type="checkbox"/> Associate of Arts	1023	964	904	851	786	749	783	712	637
<input type="checkbox"/> Associate of Science	485	569	639	584	520	525	532	529	545
<input type="checkbox"/> Career Track	1251	1158	1122	1156	1140	1218	1213	1222	1206
<input type="checkbox"/> Associate of Applied Science	1038	902	923	958	918	987	997	978	960
<input type="checkbox"/> Diploma	135	120	124	143	140	142	139	139	140
<input type="checkbox"/> Certificate	40	105	41	28	41	51	37	69	63
<input type="checkbox"/> Associate Degree Nursing	38	31	34	27	41	38	40	36	43
<b>Total</b>	<b>5083</b>	<b>5092</b>	<b>5011</b>	<b>5260</b>	<b>5116</b>	<b>5343</b>	<b>5568</b>	<b>5608</b>	<b>5722</b>

Figure 9 - First Generation Students by Various Fall Terms & Degree-Seeking Students

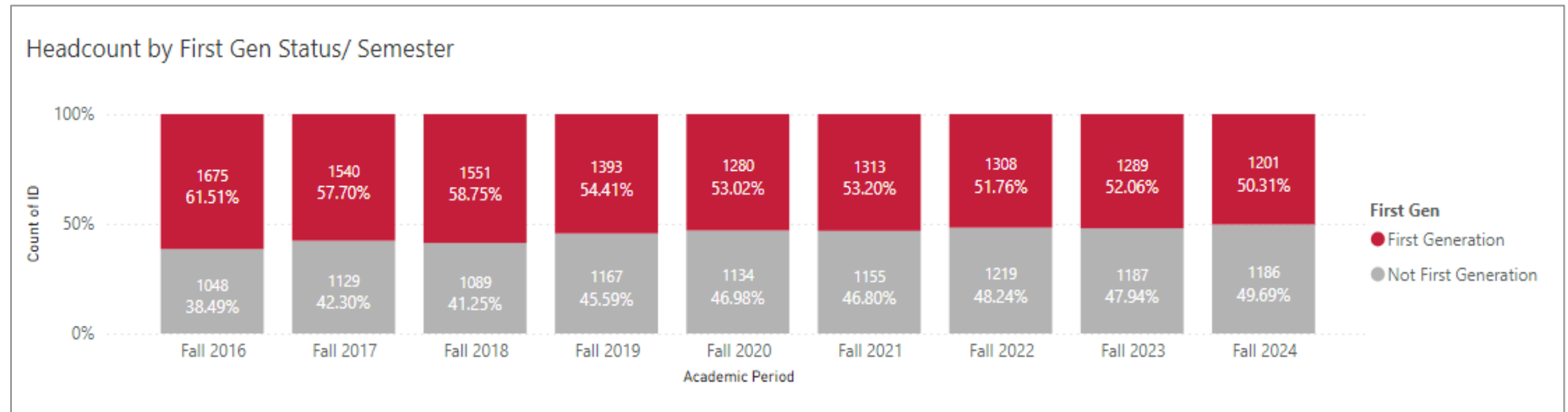




Figure 10 – First Generation Students by Various Fall Terms & All Credit Students

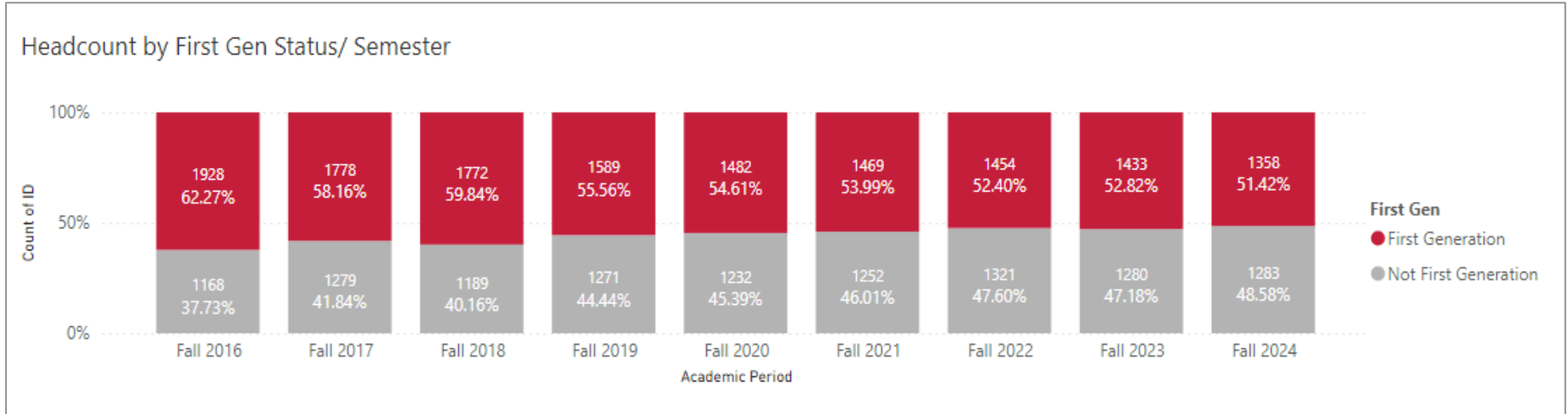
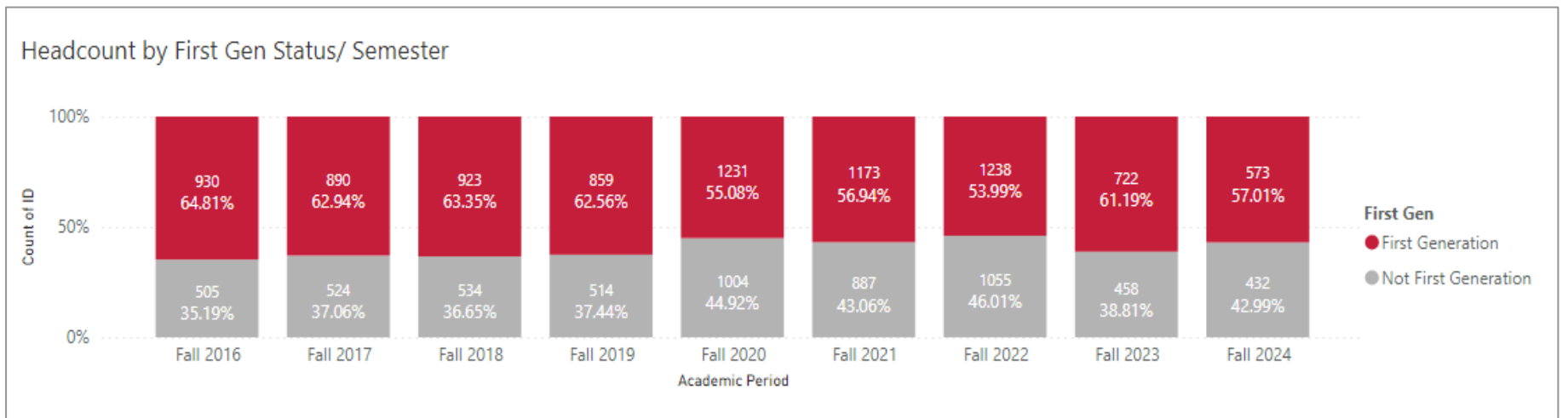


Figure 11 - First Generation Students by Various Fall Terms & All Non-Credit Students



Northeast has policies and procedures on non-discrimination and harassment. Treatment of Students and Access to Education executive limitations policies ensure that students are treated fairly and have equitable access to education. [AP-1010.0 Non-discrimination](#) and [AP-1010.1 Harassment](#) can be found on the website. The Human Resources Office has also compiled a Title IX Procedures and Protocols document, the goal of which is to narrow the scope of policy and procedure applicable to Title IX. See the Treatment of Students Monitoring Report for additional evidence related to item #2.

Northeast recognizes diversity in activities that are offered to the college population and public. Northeast ranked in the 50<sup>th</sup> percentile when comparing to community colleges across the nation who participated in the National Community College Benchmarking Project in 2023-24 for multicultural events held. The college regularly observes heritage months and similar occasions with special programming and/or activities. The Personal Responsibility in a Desirable Environment (PRIDE) organization regularly sponsors guest speakers who present on a variety of issues affecting the lesbian, gay, bisexual, transgender, and questioning communities. In 2023, Northeast launched an Active Minds club whose mission is to raise mental health awareness and education. Examples of recent events are included.

- A diversity art challenge produced student created artwork focused on diversity with selections of this artwork now on display in Union 73.
- A Human Library exhibit where individuals volunteered to serve as open Books and share their experiences while engaging in conversation with Readers.
- A Tribute to the Contributions of African American Women traveling exhibit that profiled several dynamic African American women who have made significant contributions to society and impacted the history of Black Women around the world.

Northeast annually hosts a Latino Youth Summit and a Latino Family Day at two of its campuses, an AgCeptional Women's Conference dedicated to women in Agriculture, and various other conferences that support diversity in the College's 20-county service area. As a result, Northeast provides marketing materials in both English and Spanish, encourages women to explore non-traditional careers such as STEM and Agriculture, and gives employees access to participate in LGBTQ+ Safe Zone Training.

The demographics for Ruffalo-Noel-Levitz Student Satisfaction Inventory 2022 are shown below. While differences can occur between survey data and fall enrollment data, there is still quite a bit of diversity within the survey group (232 students—10% response rate). In particular, note that 17% disabled students responded, where typically Northeast has around 6% enrolled each year.

Students also had an opportunity to respond to an open-ended comment question at the end of the survey, “**Please enter any comments you would like to share with this institution.**” With themes that emerged from these comments showing after the demographics table, notice how many in pink speak to students experiencing learning and academic success responsive to their unique needs. Negative comments (table not shown here) included faculty issues (18%), online challenges (8%), and unrealistic expectations of a community college student (8%)—40 students responding. These present opportunities for improvement.

<i>Demographic</i>	<i>Category (highest percentage)</i>	<i>Spring 2022</i>	<i>Spring 2018</i>	<i>Fall 2021</i>
Gender	Female*	73%	70%	46%
Age	19-24	62%	67%	48%**
Ethnicity/Race	White	79%	81%	79%
Current Enrollment Status	Day	91%	89%	
Current Class Load	Fulltime	72%	77%	36%
Class Level	2 years	46%	45%	
Current GPA	>=3.5	51%	42%	
Educational Goal	Associates	60%	58%	
Employment	Part-time off campus	39%	51%	
Current Residence	Rent room/apt off-campus	29%	25%	
	Residence Hall	22%	27%	
Residence Classification	In-state	94%	90%	
Disabilities	No	83%	89%	
Institution Was My	1st choice***	80%	68%	

<b>Positive comments (in descending order of response percentages)</b>	<b>2022</b>
Overall, very satisfied (love it), would recommend it	45%
Great instructors/programs/courses/internships	32%
Helpful & friendly staff	24%
Welcoming environment/friendships	15%
Good start or return for degree/transfer	11%
Online classes that meet needs in multiple ways	9%
Helpful resources (advising, student services, financial aid, easy registration, admissions, testing, tutoring, etc.)	7%
Affordable, quality education	5%
Clean, nice campus	5%
Place to reach goals/job improvement	4%
Unexpectedly good, ended up loving it	3%
Great student activities & facilities usage	3%
Small class sizes	1%
75 students responding (can be in multiple themes above)	

There is potential for improvement in our student satisfaction scores as well as in our ability to meet the needs of all students, not just the traditional, full-time, degree-seeking students. The guided pathways work we are doing across the College will assist us to improve the student experience and opportunities for all students.

### 3. Students have access to affordable education and training.

#### INTERPRETATION

I interpret the focus of this statement to be on ensuring that Northeast is affordable to all learners.

As noted in the monitoring report for [EL-02 Access to Education](#):

*I interpret a “reasonable balance of fiscal responsibility between students and taxpayers” to mean the community college funding recommendation set forth in the Nebraska Coordinating Commission’s Comprehensive Statewide Plan for Postsecondary Education, which provides for community college operating costs to be paid 40% by the State, 40% by local property owners, and 20% by student tuition and fees. This is reasonable because the purpose of the Coordinating Commission is to engage in comprehensive planning to meet the postsecondary*

*education needs of students, communities and the state, and the purpose of the statewide plan is to provide direction which leads to an “educationally and economically sound, vigorous, progressive, and coordinated higher education network throughout the state.” (page 4-5). Compliance will be shown when Northeast’s general fund revenue from student tuition and fees is no more than 20% of the total revenue of the College.*

Although the funding formula has changed, the CCPE Statewide Plan has not changed, and we will continue to focus on ensuring our tuition and fee costs are reasonable and comparable to the other community colleges in the state.

Evidence to support compliance includes the board meeting [minutes](#) and [materials](#) from the November 2024 meeting; strategies and tactics used to support affordability; and survey data related to students’ perspectives on affordability.

### EVIDENCE

Tuition rates are identified for Nebraska residents, residents of contiguous states, and non-residents. Fees are applied uniformly to all tuition rates and there are no variations to tuition or fee rates based on instructional method. Tool and supply lists are available for the programs of which they are required. Courses are offered free of charge to all Early College students who are taking dual credit, or college credit coursework.

The following programs have assisted in creating pathways to success and meeting the needs of our service area:

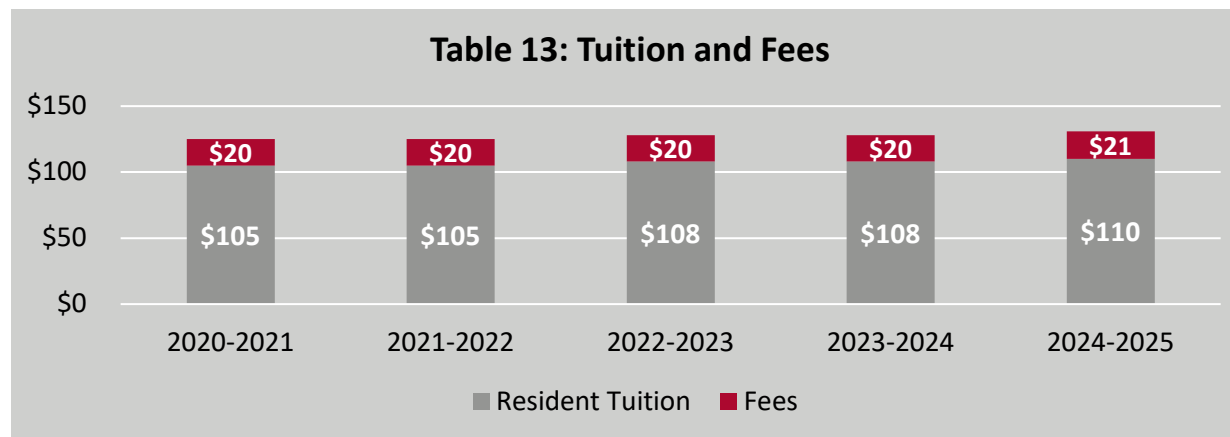
- Access College Early (ACE) Scholarship - statewide program that pays tuition for low-income high school students in dual credit coursework. The amount requested typically exceeds available funding annually. This scholarship, and a reduced dual credit tuition rate, has made higher education more accessible to low-income students. At this time, the scholarship does not cover books or testing so many Northeast students no longer access the funds.
- Community College Gap Assistance program - statewide initiative that provides financial aid to low-income students enrolled in credit or non-credit programs that are not eligible for traditional funding. To date, 290 students have been served in high-needs fields such as nurse aid, manufacturing maintenance, and professional truck driving.
- The Adult Education department offers the following services free of charge to anyone 16 years of age or older and not enrolled in a secondary school: preparation for citizenship testing; English language instruction; instruction in basic reading, writing and math; and preparation for a high school diploma. 663 students were served in 2023-24.
- TRIO College Success Program at Northeast has served over 600 first generation, low-income, and/or students with disabilities since 2015. The fall-to-fall persistence rate of TRIO students is 96% compared to the College’s 65%. The TRiO College Success Program was recently restructured to expand services and increase the number of under resourced and underrepresented students served from 140 to 190. With additional funds received from the Student Success Endowment, the TRiO project director’s total compensation is now 100% covered through the general operating fund. All remaining TRIO staff (four) are covered 70% by grant funds and 30% general operating fund. While 23% of all students at Northeast identify as a minority, 32% of all TRiO students identify as a minority. Using the Student Success

Endowment and Northeast general fund, TRiO will be able to serve vulnerable students who would not otherwise qualify, thus increasing student pathways to success.

- Nebraska Career Scholarships program – provides \$5000/year for up to three years at community colleges. Northeast served 136 students in 2023-24 in high wage, high demand program areas.
- Northeast was awarded a grant to implement the Walter Scott Jr. Pathways Scholars program beginning in fall 2024. The Scott Pathways program provides free tuition, fees, room, and board to 25 students the first year and 25 students the second year of the program, to attend Northeast. The grant was awarded for five years with the potential for renewal after that. Students must enroll in one of the five approved programs: Information Technology, Agriculture, Veterinary Technology, Health and Information Management Systems, or Pre-Engineering. Students are selected based on financial need, their career interests, completion of early college credits, a high school GPA of 2.5 or higher. This grant also funds two staff members to work directly with the Scott Scholars students.

The initiatives noted above directly assist low-income and underserved students with resources and support to achieve their education goals. In addition, Northeast is a key player in the Northeast Nebraska Growing Together regional workforce development initiative, funded by the AKSARBEN Foundation. The Initiative includes downtown Norfolk development, increasing information technology and communications workforce through a cooperative scholarship program with Wayne State College, providing workforce retraining, increasing cultural presence, and enhancing early childhood options to entice families back to the region.

Most Northeast students demonstrate financial need, with 87.9% of first-time, full-time degree-seeking students enrolled in Fall 2023 receiving financial aid, including 37.1% receiving Pell grants. Minimal increases have been made to tuition and fees over the past five years.



Two areas have seen changes made to reduce our students' financial impact. First, the Foundation office has dramatically increased the number of scholarships available to students. The Northeast Foundation has increased the amount of dollars awarded in scholarships to our students by 81%

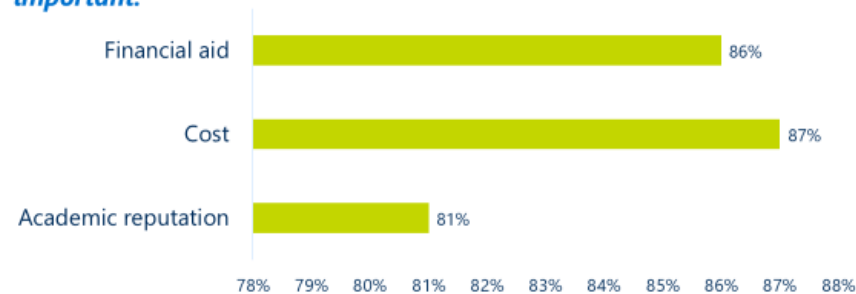
over the last five years from \$413,672 in 2019-20 to \$749,370 in 2023-24. The average award per student has also increased by 48% over the same time frame from \$846 to \$1,251. r. Scholarship analysis by demographics has allowed the college to understand which students are receiving scholarships, and who is not. In 2023-24, 17.63% of those receiving scholarships were minorities, 48.96% were first generation, and 50.60% were female. This information allows the Foundation, Financial Aid office, and recruiters/enrollment specialists to identify strategies to increase outreach where needed.

See the [EL-02 Access to Education Monitoring Report](#) for additional evidence.

Ruffalo-Noel-Levitz Student Satisfaction Inventory 2022 results below show the top three factors for Northeast students to enroll—Cost, Financial Aid, and Academic reputation. This was also true in 2018 (although the order and percentages can change) AND in 2012. Northeast students consistently tell us they come to us for an affordable, high-quality education.

### What factors influence our students to enroll?

*It is important to understand why students enroll here. The percentage of student saying the following factors were important or very important:*



## Official Default Rates

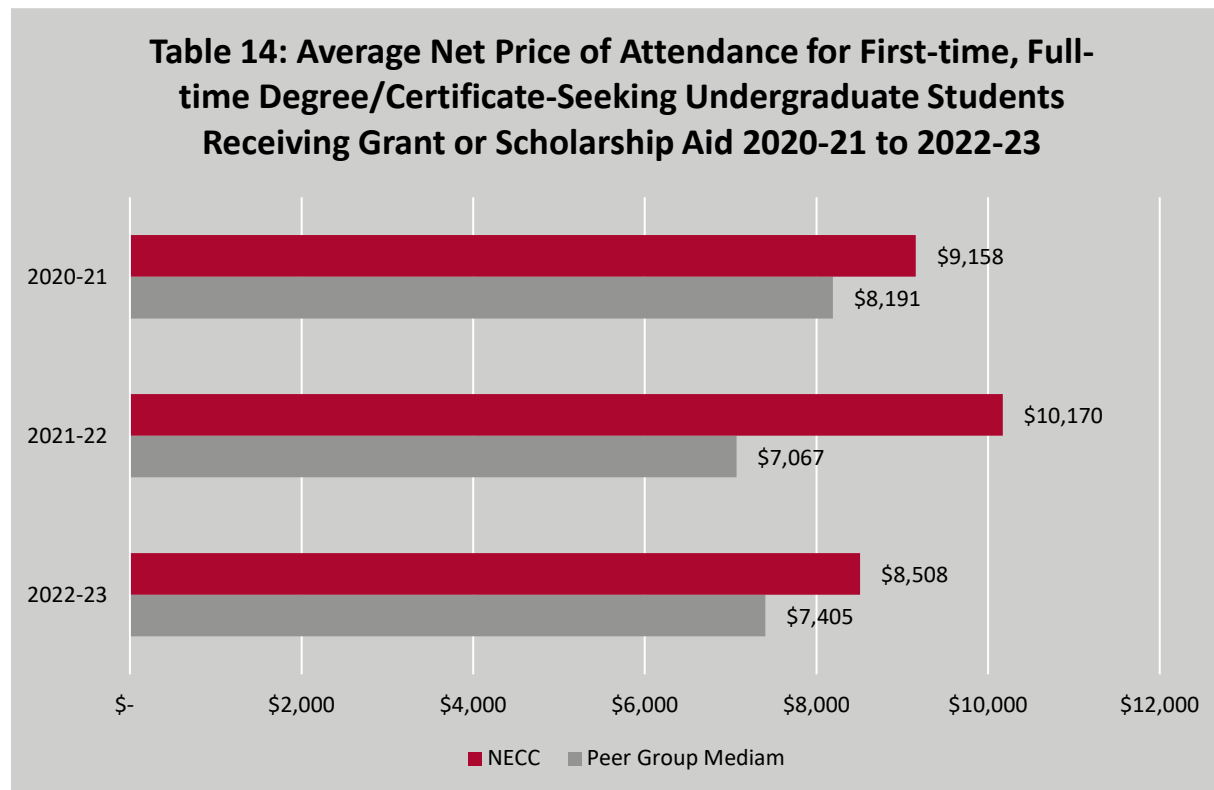
	2018	2019
Northeast	5.0%	1.3%
Central	8.3%	2.9%
Metro	5%	.25%
Mid Plains	10.4%	1.8%
Southeast	8.5%	2.1%
Western	12.1%	3.7%

*Cohort Default Rate: The U.S. Department of Education publishes cohort default rates based on the percentage of a school's borrowers in the US who enter repayment on Direct Loan Program loans during a federal fiscal year (October 1 to September 30) and default within a specified time after entering repayment.*

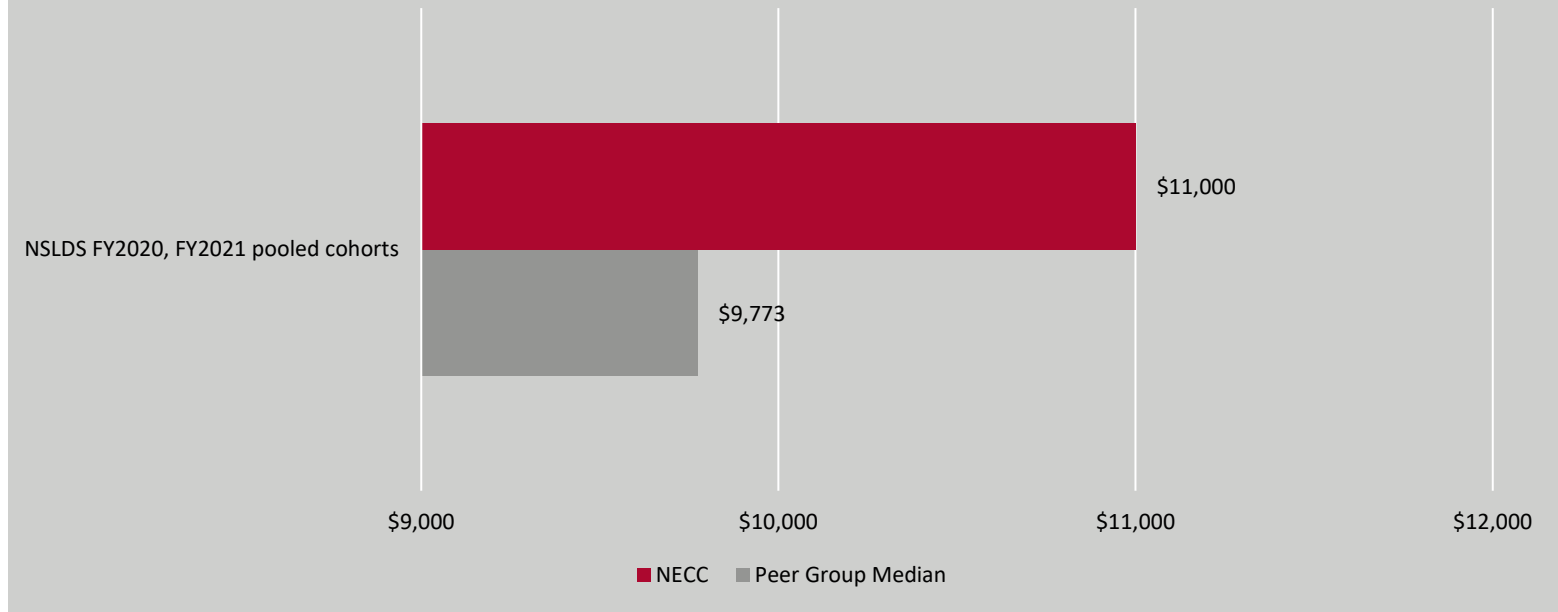
Cohort default rates in 2020 and 2021 are zero for all colleges due to the federal government allowing student loan payments to be paused as part of the pandemic relief bill. Student loan payments went back into effect in October 2023, and it is expected that the cohort default rates will resume to the former levels.



The average net price of attendance for full-time, degree-seeking students at Northeast is slightly higher than that of our peer group (assigned by the Nebraska Coordinating Commission). It is important that Northeast be aware of this and continue to work to keep tuition and fees affordable for students in the region. It is positive that despite that slightly higher cost of attendance, Northeast students are taking out loans equal to those of our peer group.



**Table 15: Median Amount of Federal Loans Owed by Graduates: FY2021 and FY2022 Pooled Cohort**



*Note in 2021-22, 15% of NECC undergraduates borrowed federal loans compared to a median of 10.6% at peer institutions.  
Source: 2024 Tuition, Fees, and College Affordability Report, Nebraska Coordinating Commission on Postsecondary Education*

#### 4. Students have access to a college experience that includes campus living and student activities.

##### INTERPRETATION

Northeast offers residence life facilities on the Norfolk campus that allow students to live on campus while taking classes. Student activities are available to all registered students to further enhance their college experience with a larger emphasis on the Norfolk campus including Student Activities Council, intercollegiate athletics, and multiple student organizations.

##### EVIDENCE

Research has shown that students who are engaged in campus life are more likely to persist and complete their degree. Northeast supports over 40 [student groups and clubs](#), each of which has a constitution and is supervised by faculty or staff sponsors. Some clubs, organizations and activities have specific requirements; however, many are open to any interested full- or part-time student. During the 2023-24 academic year Northeast Student Activities hosted 56 events and 7,054 students attended events (duplicated by event). The Student Life team is working to increase campus engagement, by increasing memberships to student clubs/organizations and participation at events. Northeast ranked in the 90<sup>th</sup> percentile when completing the most recent National Community College Benchmarking Project for the percentage of students involved in student organizations (11%) compared to all participating community colleges in the United States.

Intramural sports are organized programs that allow the students of Northeast to participate in team, dual, and individual sport activities. Intramurals provide the opportunity for physical activity and fellowship while promoting wellness and the use of leisure time. Intramural activities are consistently offered in areas such as basketball, dodgeball, flag football, court and sand volleyball, and tennis. During 2023-24 across all intramural events, there were approximately 449 participants (potentially duplicated by activity).

Northeast has eight athletic teams sanctioned by the National Junior College Athletic Association (NJCAA) in Division II. There were 145 student athletes participating during the 2023-24 academic year. Seven out of the eight athletic programs were named a 2023-24 NJCAA Academic Team of the Year as the baseball, men's golf, men's soccer, women's basketball, women's soccer, softball, and volleyball programs all received recognition. In addition, for the first time in athletics history, more than 100 student-athletes were named Academic All-Region in the fall semester for having a minimum of a 3.0 GPA or higher. This demonstrates a commitment to academic excellence by the athletic department and student athletes. In addition, men's and women's soccer went on to compete at the national level in their respective national tournaments during the past year. The graduating student athletes took an exit survey, and many of the student athletes stated that they felt participation in athletic activities has helped to build their awareness of positive habits, leadership, accountability, teamwork, and attitudes necessary to be successful in their future career. Many student-athletes take part in community events such as High-Five Friday's, the Lions Club parade and visiting local elementary schools. Northeast athletics provides another opportunity for college engagement through watching the various athletic events as spectators. It is a goal of Northeast Athletics to increase college and community engagement and increase fan attendance at their home competitions. Northeast regular season athletic events are free to spectators.

Northeast also has theater, music, and band opportunities for students to both participate in as a performer or spectator. For example, in addition to theatre classes, through a cooperative agreement with the Norfolk Community Theater and the production of an all-college play, students

participate in a wide variety of experiences in the production of theater. The many concerts and play productions put on throughout the academic year provide students, faculty, and staff events to attend and participate in the performing arts.

Various leadership activities are available to students.

- Resident Assistants are a team of student housing residents selected to assist with the daily operation of the on-campus resident housing facilities. They create community in their specific areas and help create a home environment for their residents.
- Desk Assistants are a team of students who are trained to work at the front desk in the residence halls. These students are responsible for welcoming and interacting with students, parents, and community members who visit the residence halls. They are also the first response for addressing policy violations and emergency situations.
- Student Activities Council is comprised of a volunteer group of students who help to coordinate and implement activities that are free for the student body such as Monday Night @ the Movies and Wacky Wednesdays.
- Student Ambassadors are 10-12 selected students who promote Northeast by giving campus tours, hosting, and participating in appreciation/recognition activities, speaking to civic organizations in their hometown and Norfolk, and sending thank you/other cards to prospective students. Twenty-five percent of student ambassadors are bilingual, and both Student Services staff members in South Sioux City, an area with a prevalent Spanish-speaking population, are bilingual. This change has provided for improved communication with perspective students and families as they explore Northeast, and the programs offered.
- Student Leadership Association consists of elected or appointed students to represent the student body on campus. They serve on all major councils and committees, boost student morale, and voice student concerns and opinions to college administration.
- Living Learning Community (LLC) Leaders are a group of students who help guide and program for their specific LLCs within Residence Life. These students also interact with faculty and staff to create meaningful connections within the college.

Northeast Residence Life facilities are available on the Norfolk campus and have the capacity to house 549 students. The residence halls have started the academic year off above 98% capacity for the last five years. A Residence Life Study was recently conducted to assess the differences in GPA and completion between students residing on campus and those that reside off campus in fall terms spanning from 2016 to 2021. Students living on campus in the fall semester have higher fall term GPAs on average than students living off campus in the fall semester. The weighted average of fall-term grades for students living on campus was 2.99, compared to a 2.91 weighted GPA for off-campus students. Students who lived on campus during the fall semesters were also more likely than off-campus students to attain one or more credentials during their Northeast educational career. A statistically significant difference was found to show that a larger proportion of students earned a credential if they lived on campus during the fall semester as compared to students that did not live on campus the fall semester. Of the study's total 3,187 students residing off campus in the fall semesters, 1,721 attained one or more credentials (54.00%). Compared to the total 1,776 students residing on campus in the fall semesters, 1,076 attained one or more credentials (60.59%).

## Community College Survey Student Engagement 2023

### College-Sponsored Activities

65% of student respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intramural sports, etc.) while 26% spend 1 to 5 hours per week participating in these activities.

### External Commitments

45% of student respondents work 21 or more hours per week; 34% care for dependents at least 6 hours per week; and 14% spend at least 6 hours per week commuting to class.

While students have access to a robust offering of student activities, only 26% of students that responded to CCSSE 2023 indicated they participate 1-6 hours per week. This could be in part due to their external commitments, where nearly half (45%) indicated they work 21 or more hours per week, a little over one-third (34%) care for dependents, and over 10% spend considerable time commuting to and from school. Finding ways to include working adults, those caring for dependents, and/or those commuting could improve the college experience for them.

The Ruffalo-Noel-Levitz Student Satisfaction Inventory 2022 comments shown earlier now highlight areas that speak to campus living and student activities. The negative comments (table not shown here) included improving Simon Hall/Apartments (10%), more varied, healthy food choices (10%), and more dorm activities (3%)—40 students responding. These present opportunities for improvement.

<i>Positive comments (in descending order of response percentages)</i>	<b>2022</b>
Overall, very satisfied (love it), would recommend it	45%
Great instructors/programs/courses/internships	32%
Helpful & friendly staff	24%
Welcoming environment/friendships	15%
Good start or return for degree/transfer	11%
Online classes that meet needs in multiple ways	9%
Helpful resources (advising, student services, financial aid, easy registration, admissions, testing, tutoring, etc.)	7%
Affordable, quality education	5%
Clean, nice campus	5%
Place to reach goals/job improvement	4%
Unexpectedly good, ended up loving it	3%
Great student activities & facilities usage	3%
Small class sizes	1%
75 students responding (can be in multiple themes above)	

# Appendix

NORTHEAST COMMUNITY COLLEGE												
UNDUPLICATED HEADCOUNT												
*COMPARISON OF 20-COUNTY SERVICE AREA												
Northeast Nebraska Counties	2022-23					2023-24						
	NON-CREDIT		CREDIT			NON-CREDIT		CREDIT				
	**AE	NON-CR	CR	***DLC	**AE	AE DIFF	NON-CR	NON-CR DIFF	CR	***DLC	CREDIT DIFF	
Antelope	11	323	141	37	6	-5	297	-26	151	43	16	
Boone	0	34	80	18	2	2	33	-1	45	49	-4	
Boyd		84	16	27			79	-5	4	28	-11	
Brown	38	154	15	39	2	-36	129	-25	14	46	6	
Burt	3	71	71	91	2	-1	78	7	68	108	14	
Cedar	67	314	137	155	3	-3	273	-41	134	182	24	
Cuming	10	214	120	207	6	-4	214		114	232	19	
Dakota	222	155	246	98	217	-5	198	43	224	139	19	
Dixon	23	132	65	43	5	-18	168	36	67	56	15	
Garfield		8	13	36			11	3	1	32	-16	
Holt	96	575	157	203	39	-57	560	-15	127	244	11	
Keya Paha		30	21	7			22	-8	19	12	3	
Knox	2	391	105	150	1	-1	316	-75	81	168	-6	
Madison	237	1648	764	607	214	-23	1660	12	712	688	29	
Pierce	6	369	113	92	5	-1	456	87	102	99	-4	
Rock		69	26	26			51	-18	21	26	-5	
Stanton	6	245	171	15	7	1	201	-44	177	21	12	
Thurston	10	70	31	45	15	5	75	5	739	32	-5	
Wayne	6	225	150	45	5	-1	232	7	137	63	5	
Wheeler	8	28	4	5		-8	57	29	2	9	2	
<b>TWENTY COUNTIES</b>	<b>684</b>	<b>5,139</b>	<b>2,446</b>	<b>1,946</b>	<b>529</b>	<b>-155</b>	<b>5,110</b>	<b>-29</b>	<b>2,239</b>	<b>2,277</b>	<b>124</b>	
<b>SUBTOTALS</b>	<b>5,823</b>		<b>4,392</b>			<b>5,639</b>		Non-Credit % Difference	<b>4,516</b>		Credit % Difference	
<b>OUT OF AREA</b>	<b>174</b>	<b>1,140</b>	<b>2,160</b>	<b>58</b>	<b>169</b>	<b>1,013</b>	<b>2,073</b>		<b>238</b>			
<b>TOTALS</b>	<b>7,137</b>		<b>6,610</b>			<b>6,821</b>		<b>-4.4%</b>	<b>6,837</b>		<b>3.3%</b>	

\*Locations are based on students' most recent permanent or available address (if permanent address not available).

**\*\*AE-ADULT EDUCATION (Out of Area in 2023-24 amounted to 15 out of 20-county area, yet still in Nebraska; 154 from Iowa)**

**\*\*\*DLC-Dual Credit (determined by "Dual Credit" instructional methods)**

**Note 1: Blank is equal to zero.**

**Note 2: Negative results for credit students (CR) can occur due to Dual Credit students being identified by their school site versus their permanent address.**

**Number of Regular High School Graduates and their Enrollment at Northeast  
Broken Down by School in the 20-County Service Area**

School in 20-County Service Area	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
<b>ANTELOPE</b>					
Elgin Public Schools	12 (0)	7 (2)	3 (1)	7 (0)	15 (0)
Neligh-Oakdale Schools	23 (12)	20 (4)	26 (10)	21 (4)	14 (4)
Pope John XXIII High School	5 (0)	10 (5)	10 (0)	6 (1)	9 (0)
Summerland Public Schools*	38 (12)	28 (13)	25 (7)	27 (7)	29 (7)
<b>COUNTY TOTALS</b>	<b>78 (24)</b>	<b>65 (24)</b>	<b>64 (18)</b>	<b>61 (12)</b>	<b>67 (11)</b>
<b>BOONE</b>					
Boone Central Schools	46 (8)	49 (10)	48 (9)	56 (12)	54 (9)
Riverside Public Schools	9 (3)	13 (1)	11 (2)	18 (6)	14 (1)
St. Edward Public Schools	13 (4)	10 (2)	10 (1)	10 (5)	14 (2)
<b>COUNTY TOTALS</b>	<b>68 (15)</b>	<b>72 (13)</b>	<b>69 (12)</b>	<b>84 (23)</b>	<b>82 (12)</b>
<b>BOYD</b>					
Boyd County HS (Lynch)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Boyd County HS (Spencer)	30 (9)	22 (8)	28 (4)	20 (2)	20 (2)
<b>COUNTY TOTALS</b>	<b>30 (9)</b>	<b>22 (8)</b>	<b>28 (4)</b>	<b>20 (2)</b>	<b>20 (2)</b>
<b>BROWN</b>					
Ainsworth Community Schools	21 (4)	28 (3)	38 (3)	39 (4)	33 (3)
<b>COUNTY TOTALS</b>	<b>21 (4)</b>	<b>28 (3)</b>	<b>38 (3)</b>	<b>39 (4)</b>	<b>33 (3)</b>

School in 20-County Service Area	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
<b>BURT</b>					
Lyons-Decatur Northeast Schools	11 (0)	12 (3)	14 (2)	12 (3)	15 (2)
Oakland Craig Public Schools	35 (2)	35 (1)	32 (3)	27 (4)	35 (12)
Tekamah-Herman Community Schools	38 (9)	44 (11)	30 (7)	32 (7)	34 (8)
<b>COUNTY TOTALS</b>	<b>84 (11)</b>	<b>91 (15)</b>	<b>76 (12)</b>	<b>71 (14)</b>	<b>84 (22)</b>
<b>CEDAR</b>					
Cedar Catholic High School	24 (6)	35 (11)	30 (8)	25 (10)	31 (8)
Hartington Newcastle Public Schools	24 (9)	27 (7)	17 (3)	25 (3)	29 (8)
Laurel-Concord-Coleridge School	28 (6)	24 (4)	29 (5)	26 (4)	28 (5)
Randolph Public Schools	16 (5)	18 (7)	20 (3)	14 (3)	15 (3)
Wynot Public Schools	12 (5)	12 (3)	15 (4)	15 (4)	13 (4)
<b>COUNTY TOTALS</b>	<b>104 (31)</b>	<b>116 (32)</b>	<b>111 (23)</b>	<b>105 (24)</b>	<b>116 (28)</b>
<b>CUMING</b>					
Bancroft-Rosalie Community Schools	16 (6)	17 (6)	23 (3)	20 (5)	32 (1)
Central Catholic High School	25 (6)	27 (6)	35 (8)	32 (10)	28 (8)
West Point Public Schools	54 (11)	62 (13)	60 (19)	65 (12)	63 (17)
Wisner-Pilger Public Schools	30 (5)	36 (7)	34 (11)	27 (3)	32 (7)
<b>COUNTY TOTALS</b>	<b>125 (28)</b>	<b>142 (32)</b>	<b>152 (41)</b>	<b>144 (30)</b>	<b>155 (33)</b>
<b>DAKOTA</b>					
Homer Community Schools	18 (1)	20 (2)	29 (3)	23 (1)	31 (6)
South Sioux City Senior HS	271 (53)	270 (35)	227 (38)	253 (42)	230 (30)
<b>COUNTY TOTALS</b>	<b>289 (54)</b>	<b>290 (37)</b>	<b>256 (41)</b>	<b>276 (43)</b>	<b>261 (36)</b>
<b>DIXON</b>					
Allen Consolidated Schools	20 (4)	11 (1)	14 (3)	14 (2)	11 (3)
Emerson-Hubbard Public Schools	14 (2)	12 (3)	12 (3)	12 (5)	14 (3)
Ponca Public Schools	34 (6)	33 (7)	28 (6)	37 (6)	26 (5)
<b>COUNTY TOTALS</b>	<b>68 (12)</b>	<b>56 (11)</b>	<b>54 (12)</b>	<b>63 (13)</b>	<b>51 (11)</b>



School in 20-County Service Area	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
<b>GARFIELD</b>					
Burwell Public Schools	28 (4)	21 (5)	31 (11)	23 (1)	29 (4)
<b>COUNTY TOTALS</b>	<b>28 (4)</b>	<b>21 (5)</b>	<b>31 (11)</b>	<b>23 (1)</b>	<b>29 (4)</b>
<b>HOLT</b>					
Chambers Public Schools	10 (6)	6 (2)	13 (1)	10 (4)	9 (3)
Ewing Public Schools*	6 (4)	0 (0)	0 (0)	0 (0)	0 (0)
O'Neill Public Schools	50 (18)	51 (15)	51 (25)	47 (12)	53 (10)
Saint Mary's High School	15 (4)	12 (3)	11 (3)	15 (4)	11 (3)
Stuart Public Schools	12 (6)	10 (2)	7 (4)	11 (2)	14 (2)
West Holt Public Schools	15 (1)	27 (11)	28 (8)	19 (5)	33 (6)
<b>COUNTY TOTALS</b>	<b>108 (39)</b>	<b>106 (33)</b>	<b>110 (41)</b>	<b>102 (27)</b>	<b>120 (24)</b>
<b>KEYA PAHA</b>					
Keya Paha County Schools	7 (1)	10 (2)	7 (0)	12 (3)	9 (0)
<b>COUNTY TOTALS</b>	<b>7 (1)</b>	<b>10 (2)</b>	<b>7 (0)</b>	<b>12 (3)</b>	<b>9 (0)</b>
<b>KNOX</b>					
Bloomfield Community Schools	18 (9)	12 (2)	15 (5)	16 (6)	19 (3)
Creighton Community Public Schools	23 (12)	28 (9)	22 (10)	28 (5)	19 (3)
Crofton Community Schools	34 (9)	29 (8)	31 (8)	35 (6)	31 (8)
Niobrara Public Schools	11 (1)	11 (0)	11 (1)	9 (0)	16 (1)
Santee (Isanti) Community Schools	21 (0)	17 (0)	11 (0)	13 (1)	16 (0)
Verdigre Public Schools*	0 (0)	9 (3)	14 (8)	8 (3)	8 (3)
Wausa Public Schools	13 (4)	23 (5)	19 (6)	24 (5)	17 (7)
<b>COUNTY TOTALS</b>	<b>120 (35)</b>	<b>129 (27)</b>	<b>123 (38)</b>	<b>133 (26)</b>	<b>126 (25)</b>

School in 20-County Service Area	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
<b>MADISON</b>					
Battle Creek Public Schools	32 (19)	35 (15)	37 (18)	48 (19)	54 (20)
Elkhorn Valley Schools	20 (7)	17 (3)	19 (8)	38 (12)	22 (10)
Lutheran High Northeast	22 (4)	28 (6)	34 (8)	47 (5)	34 (5)
Madison Public Schools	36 (13)	39 (13)	47 (20)	34 (12)	37 (10)
Newman Grove Public Schools	9 (5)	10 (2)	4 (4)	7 (0)	8 (2)
Norfolk Catholic High School	31 (8)	43 (15)	34 (7)	32 (6)	34 (3)
Norfolk Public Schools	293 (95)	301 (77)	325 (88)	290 (97)	305 (102)
<b>COUNTY TOTALS</b>	<b>443 (151)</b>	<b>473 (131)</b>	<b>500 (153)</b>	<b>496 (151)</b>	<b>494 (152)</b>
<b>PIERCE</b>					
Osmond Community Schools	15 (8)	20 (3)	19 (3)	18 (3)	20 (9)
Pierce Public Schools	53 (23)	44 (17)	51 (14)	56 (15)	58 (13)
Plainview Public Schools	16 (7)	18 (7)	17 (5)	15 (2)	22 (4)
<b>COUNTY TOTALS</b>	<b>84 (38)</b>	<b>82 (27)</b>	<b>87 (22)</b>	<b>89 (20)</b>	<b>100 (26)</b>
<b>ROCK</b>					
Rock County Public Schools	12 (4)	16 (3)	18 (1)	20 (4)	18 (5)
<b>COUNTY TOTALS</b>	<b>12 (4)</b>	<b>16 (3)</b>	<b>18 (1)</b>	<b>20 (4)</b>	<b>18 (5)</b>
<b>STANTON</b>					
Stanton Community Schools	25 (7)	35 (12)	28 (7)	31 (13)	20 (7)
<b>COUNTY TOTALS</b>	<b>25 (7)</b>	<b>35 (12)</b>	<b>28 (7)</b>	<b>31 (13)</b>	<b>20 (7)</b>
<b>THURSTON</b>					
Pender Public Schools	24 (4)	17 (2)	20 (2)	19 (3)	37 (3)
Omaha Nation Public Schools	28 (0)	30 (1)	23 (0)	34 (0)	18 (0)
Walthill Public Schools	22 (1)	19 (0)	20 (1)	17 (0)	14 (0)
Winnebago Public Schools District 17	40 (2)	33 (0)	43 (0)	40 (0)	50 (0)
<b>COUNTY TOTALS</b>	<b>114 (7)</b>	<b>99 (3)</b>	<b>106 (3)</b>	<b>110 (3)</b>	<b>119 (3)</b>

School in 20-County Service Area	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
<b>WAYNE</b>					
Wakefield Public Schools	26 (4)	30 (6)	42 (10)	32 (10)	32 (9)
Wayne Community Schools	69 (13)	72 (9)	65 (16)	69 (21)	71 (12)
Winside Public Schools	10 (5)	11 (5)	15 (4)	16 (10)	9 (5)
<b>COUNTY TOTALS</b>	<b>105 (22)</b>	<b>113 (20)</b>	<b>122 (30)</b>	<b>117 (41)</b>	<b>112 (26)</b>
<b>WHEELER</b>					
Wheeler Central Schools	2 (0)	5 (0)	3 (0)	6 (2)	5 (0)
<b>COUNTY TOTALS</b>	<b>2 (0)</b>	<b>5 (0)</b>	<b>3 (0)</b>	<b>6 (2)</b>	<b>5 (0)</b>
<b>20-County Service Area TOTALS</b>	<b>1915 (496)</b>	<b>1971 (438)</b>	<b>1983 (472)</b>	<b>2002 (456)</b>	<b>2017 (429)</b>
<b>Northeast % Share of Enrollees</b>	<b>26%</b>	<b>22%</b>	<b>24%</b>	<b>23%</b>	<b>21%</b>
<b>HS Grad Rates Change %</b>	<b>-5%</b>	<b>3%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>
<b>Northeast Enrollees Change %</b>	<b>-5%</b>	<b>-12%</b>	<b>8%</b>	<b>-3%</b>	<b>-6</b>
<b>All Enrollees-service area &amp; beyond</b>	<b>861</b>	<b>789</b>	<b>857</b>	<b>854</b>	<b>848</b>
<b>All Enrollees Change %</b>	<b>-3%</b>	<b>-8%</b>	<b>9%</b>	<b>0%</b>	<b>-1%</b>
<b>Service Area % of Total Enrollees</b>	<b>58%</b>	<b>56%</b>	<b>55%</b>	<b>53%</b>	<b>51%</b>
* Summerland Public Schools (Clearwater, Orchard, Ewing) was Nebraska Unified District 1 (Clearwater, Orchard, Verdigre). In this report, fall 2020 is used as pivot point from NE District 1 to Summerland. Verdigre became independent August 2020.					



# Student Satisfaction and Priorities

STUDENT SATISFACTION INVENTORY™ RESULTS,

ADMINISTRATION

N=

Students

(Number of completed surveys)

Student satisfaction is defined as “when expectations are met or exceeded by the student’s **perception** of the campus reality.” **Remember perception is reality!**

\*Schreiner & Juillerat, 1994

## Why does student satisfaction matter?

Student satisfaction has been positively linked to:



Individual student retention



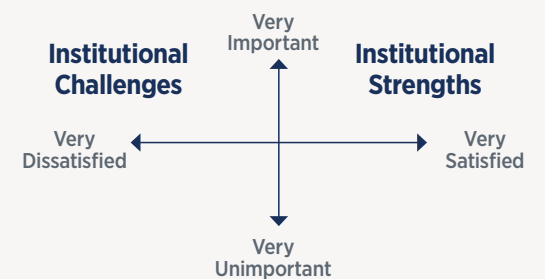
Annual giving



College completion rates

## Priorities for Our Students

Matrix for prioritizing action:



## 1 Our Institutional Strengths

These are the top areas our students care about, where we are meeting their expectations.”

- 1.
- 2.
- 3.
- 4.
- 5.

## 2 Our Institutional Challenges

These items are the key areas to improve, based on the priorities of our students.”

- 1.
- 2.
- 3.
- 4.
- 5.

## 3 The Importance of Institutional Choice

Students attending their first choice institution are more likely to have higher satisfaction levels overall.

The percentage of our students indicating that we are their:

1ST CHOICE

2ND CHOICE

3RD CHOICE OR LOWER

## 4 What Factors Influence Our Student to Enroll?

These items are the key areas to improve, based on the priorities of our students.

Important factors in the decision to enroll at our institution are:

FINANCIAL AID

COST

ACADEMIC REPUTATION

## 5 Bottom Line Indicators

How satisfied are our students compared with students nationally?

PERCENTAGE SATISFIED/  
VERY SATISFIED

NATIONAL LEVEL SATISFIED/  
VERY SATISFIED

How likely are our students to enroll again if they had it to do over?

PERCENTAGE PROBABLY/  
DEFINITELY YES

NATIONAL LEVEL PROBABLY/  
DEFINITELY YES

\*\*These areas will be further explored with additional data analysis and conversations on campus to determine how to best improve the student experience.

For more information, contact: